

BUSINESS EDUCATION WORLD

Contents

JUNE
1952

UNIVERSITY
OF MICHIGAN

MAY 27 1952

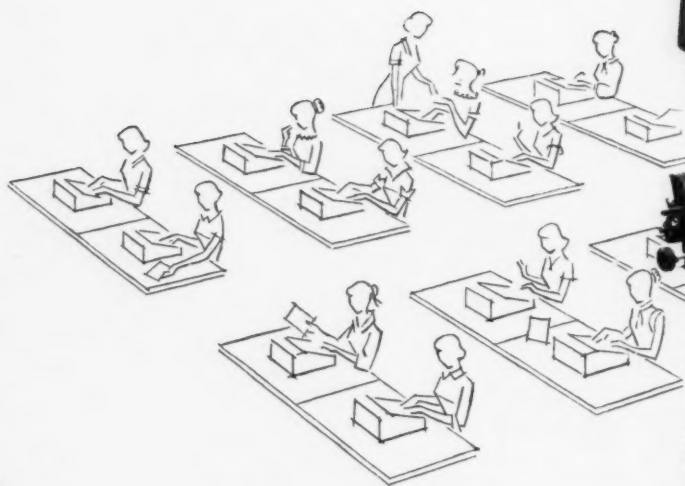
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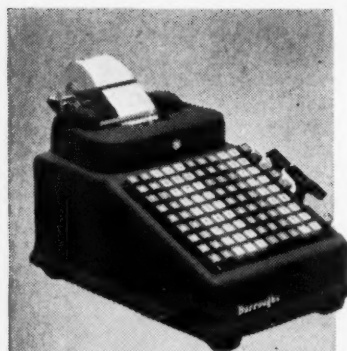
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BUSINESS SCENE

■ **A Look at the Economy**—The business scene today, in a brief word, looks like this: (1) The pace is keeping up; (2) the steel storm threatens showers in 1953; and (3) it looks as though there *might* be some reductions in business taxes in 1953.

• **The Pace.** The first quarter of 1952 had its soft spots in some industries; but, by and large, it was a period of brisk business. Retail sales have been good (could have been better, but were still good). Consumers have dropped a bit in their purchase of durable goods but have upped their purchase of nondurables. Personal savings have been high; the Department of Commerce says the rate is 9 per cent of income after taxes, while the Council of Economic Advisers figures the rate at about 7.7 per cent—both figures being above prewar norms.

Auto output for the spring quarter is upped, but cars have sold so well all spring that dealers are entering their best selling season with lean show rooms. Home building is still booming, maintaining or slightly edging over the pace of the postwar years. Even the mid-April stock break didn't alarm many persons; some brokers call attention to the fact that the break came on New York State's income-tax deadline day.

• **Steel Storm.** Some economists are shaking their heads over the Wage Stabilization Board's recommendations for steel-wage increases. *Reason:* the period of steel shortage is considered near the end of its run. The end of 1952 ought to see the steel market back to normal. When the market becomes competitive, the steel industry will be squeezed between the need for reducing production (layoffs) or cutting price. Layoffs could sag the economy. Cutting price can't be done, in view of the narrow operating margin left after wage increases. So, they say, steel is in for a bad 1953. And steel is basic.

• **Tax Cut.** A tax cut next year is a good gamble. You can't bank on it, but there are lots of reasons for hoping: (1) Politics favors it. (2) The worry of a business slide, as defense and plant expansion become less of a buttress, encourages some anticipation of "tax relief." (3) Tax income has been considerably less than the Government expected, largely because rising costs ate into corporation profits a lot more than the Treasury Department had figured; but spending isn't up to budget, either, and the tax lag and spending lag

may cancel one another. Tax cuts are encouraged when the Government doesn't go into the red. (4) Optimism about Korea encourages a hope of tax relief, too.

■ **TV in Every Living Room**—When the Federal Communications Commission thawed out its 3½-year freeze on new TV stations, producers of TV sets and transmitters glued their eyes on big new markets, looming on the horizon. FCC is parceling out 2,053 new stations to 1,291 communities. The big scramble is on in the nation's newest billion-dollar industry.

• **Two Bands.** Some 925 communities will receive stations operating in the new 70-channel Ultra-High-Frequency (UHF) band. The 16 million sets now in operation can't receive telecasts on this band. But, for about \$50, an adapter about the size of a portable radio can be attached to make present sets OK for UHF. Too, most of the recent TV models have built-in facilities for conversion to UHF. (The most common type use internal tuning strips, flat wedge-like pieces that fit into the tuning mechanism; by buying and inserting the appropriate strips, these sets can be converted to receive UHF at little cost.)

In 89 communities, new Very-High-Frequency (VHF) stations will go into operation; present sets will receive their broadcasts. Another 63 cities that already have TV will get channels in both bands.

• **How soon?** It will take the FCC quite a while to sort out and allot the station licenses. Biggest delaying factor will be cases involving more than one applicant for licenses (FCC estimates that 90 per cent of the stations will be contested). Deciding these cases will call for lengthy FCC hearings and probably countless legal battles.

Even when a station finally gets its permit, it will take months more to get the station built. Just how long will depend on availability of materials—especially steel for towers. It is unlikely that any new stations will be operating in 1952.

■ Business-Aviation Notes—

• **Domestic airlines** won CAB approval of a \$1-a-ticket service charge but lost their plea to cancel the 5-per-cent round-trip discount.

• **Passenger helicopter service** got off to a bad start in Los Angeles. Less than two hours after dedication ceremonies, a Los Angeles Airways copter crashed; five occupants were hurt.

(Continued on page 513)

News for Typewriting Teachers.....

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Progressive instructors who have standardized on EraserStik 7099 and 7099B as the modern and better method of erasing . . . will be happy to meet two new members of the EraserStik family . . . 7077 and 7077B (with brush).

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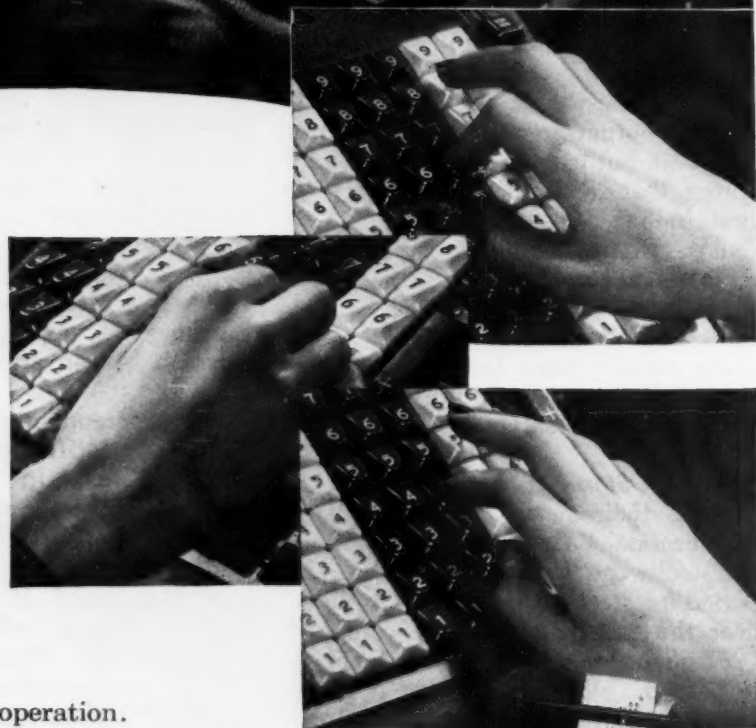


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How to Get Newspaper Publicity

LOUISE BOGCESS

San Mateo
California

The power of good publicity is often underestimated by the business teacher. The superintendent of schools and the high school coach, however, have long realized the value of good publicity. In fact, they have made the newspapers so conscious of sports-program and central-office releases that the editor incorporates such news into the regular reporting schedule.

As a business teacher, you can secure this same recognition from the newspaper for *your* department with very little effort on your part—if you know how.

■ **Routine News Items**—Most newspapers prefer that the teacher write up short items; so you can write routine news items yourself—just telling who, what, when, and where. Unless you *do* write them, they often do not get into the news.

These items may include news about an out-of-town speech made by a teacher in your department or about the recent business promotion won by

a former student you had in class.

■ **Feature Writing**—Most of the publicity that you want for your department will, however, come under the heading of feature writing rather than general news; and, because few business teachers know the technicalities of feature writing, it is best to get someone to handle the story who is capable of doing the job well—the journalism teacher, say, if your school has one. But you need to get the material so well organized in your own mind that you can *sell* the person who *can* write the feature.

■ **Selling Your Idea—Step One**—Your very first step is to sell the idea to the principal of your school or the superintendent of schools. *Never* go ahead until you have the approval of the central office or the superintendent.

• **Step Two: Select Your Writer.** Most high schools have a journalism teacher, who sponsors the school newspaper. Because most papers will by-line the feature, sell him on the personal advantages *he* will get out of writing the story—recognition from the superintendent, recognition from the public. As sponsor of the school paper,

he probably already has personal contact with the editor of the local newspaper that publishes your school paper. Not only does he know the editorial policy of this local paper, but the editor will more than likely accept a by-lined feature from *him*.

• *If there is no journalism teacher* in your school, contact the editor or a feature writer on the town newspaper staff. You might study the newspaper features beforehand, to see which person can best handle your feature. If the editor does the features, he is your man. On a large paper, however, it is better to contact the features editor and let *him* sell the editor on "*his* idea."

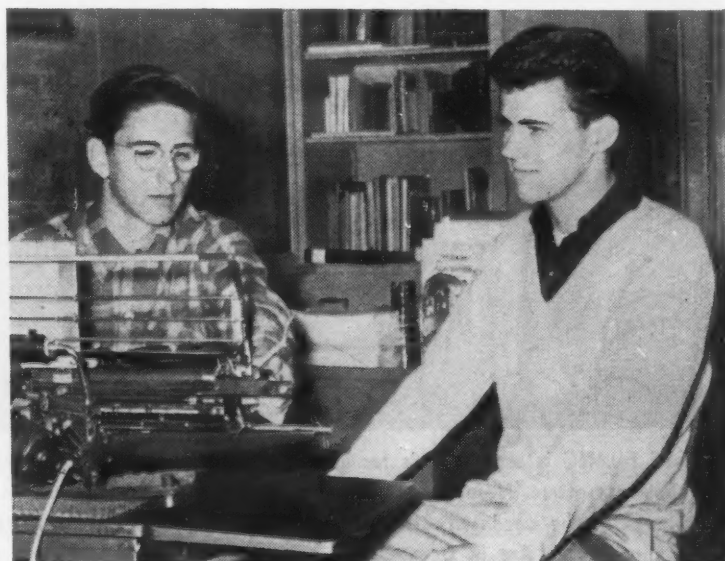
• **Step Three: Convince Your Writer.** Once you have selected your writer, you must convince him that the story is worth printing; a picture is your best evidence. It should be a "glossy" print eight-by-ten inches in size, with sharp black-and-white contrast. Don't clutter your picture with too many people, and don't be too eager to put yourself in it. Newspaper reporters are quite sensitive to individuals' trying to grab free personal publicity.

The size most generally used by a

TO CONVINCE the paper that your story is worth telling, use photographs. Avoid putting people in group scenes; rather, show them . . .



IN ACTION. Here you see a boy receiving instruction on use of Vari-Typer. Your Story: How Business Department Serves the School.



newspaper is a two- or three-column cut. Two people or even three people show up very well after this reduction is made. The picture must tell your story; so, fill it with action. Show the student in the act of filing or in the act of typing. Above all, avoid putting people line behind line in a group picture.

The photograph may be taken after the idea is sold to the newspaper, but remember—in most cases, a good action picture, presented with the idea, will make the difference between a sale and a rejection. To help you sell your idea, study the pictures in several issues of your newspaper and take the same kind of pictures or even improve on them.

• **Step Four: Select Your Photographer.** If you have an industrial-arts department, the teacher there might take the photographs or have a student do the work. Either one will like the idea of getting the photo-credit line that the newspaper generally gives.

And don't overlook the fact that, if your story is good enough, the feature writer on the newspaper may furnish his own photographer. The idea must, however, be a terrific one!

■ **Types of Feature Stories**—The types of feature stories you have to offer can easily be broken down into two classes: those that depend on timely events happening in your school and those that are "created."

■ **Timely Events**—One good idea is to take a picture of students checking the class registration cards. The story will tell how many students have registered for business classes.

Some profile sketches of new teachers in the department might also be

published in September. A portrait, or pictures of them on the job, will do.

• A picture of three students in the act of taking a typing or shorthand *final* or being presented with achievement awards always catches the reader's eye because he has at some time or other shared this experience of taking examinations or winning honors.

One of the best pictures I ever used showed three students completing their practice sets in bookkeeping. The feature told of the entire year's work that culminated in the practice set pictured.

• **Contests** are always good newspaper reading. Take two or three of the likely winners and photograph them purportedly in the act of training for the shorthand or typing test. On this type of feature your newspaper will take an advance story and one giving the final results. Preference in length is generally given to the advance story, while the final results (unless there is a local winner) are cut to the bare essentials—who, what, when, and where. So, put everything you can into the advance story, and then follow up.

■ **Created Stories**—Keep in mind that most feature stories don't just happen—they are definitely planned to spotlight some phase of work about which the public is ignorant or about which there is a wrong impression. The central idea must always be to boost your business department.

• *Here is a good example of creating a story.* John was a farm boy who had a strong desire to move away from the farm and become a businessman; he took every business course the school offered. In John's senior year, I did a picture story of him going through his

daily schedule in the business department—working on a practice set; taking a timed writing in typing; discussing salesmanship with another student; working on the job, in distributive education. The theme of the whole story was a farm boy's realizing the opportunity in business education. It was so good that not only did the local newspaper take it, but two other newspapers used it, too.

• *Our distributive-education teacher* sold one reporter on the idea of going through her routine *with* her and doing an on-the-spot coverage for the readers. She also talked the editor of the newspaper into giving her a feature page for her students in distributive education if she could get a certain per cent of the businessmen hiring students to take an advertisement. She not only sold her businessmen 100 per cent, but she also talked them into paying for a picture of the student at work in "their store." The picture *in their store* was a big factor in selling them.

■ **Keep Ahead with Your Ideas**—Every newspaper has a slack season when nothing is happening. Reporters are particularly receptive to feature ideas at this time, which usually comes in January, February, March, July, August, or September. Good feature ideas submitted at this time will always sell. I used to keep several ideas ahead with my writer, in case he needed a story to fill in.

• *Be on the alert* at all times for feature ideas. Once I came into the classroom early from lunch and discovered a student "drawing" pictures on the typewriter. It took only three days to see that story in print. Feature ideas are wherever you look for them!

• *Don't overlook* the possibility of "re-slanting" an old story with new students. Go into the back volumes of your newspaper files and check them for feature ideas that can be reworked for your department. I found that one newspaper had used a registration photograph and feature every September for the past five years.

■ **Remember**—If you have the material, the publicity space will be there for you. Such publicity will increase your student enrollment and build up your department. Often it can secure better financial aid for your department; certainly it will keep the public aware of the work you are doing; and it *could* bring a promotion for you on your job. You are the person who can get this publicity. Go get it!

[Editor's Note: All pictures were secured through the courtesy of Mrs. Grace Cavitt, counsellor and head of the commercial department at San Mateo Union High School, and of Mrs. Mildred Quinn, teacher of shorthand and office practice.]



EXPERT FILING is a good basis for efficiency in a business office. Here is another in-action photograph to be used with the story, *Filing Clerks Are in Demand*.



SECRETARIAL PREPARATION in the high school has more than kept step with business office practice. Story: *High School Business Department Is a Miniature Office*.

Application Letters—What Employers Prefer

Today employers are becoming more acutely aware than ever before of the importance of the application letter in selecting employees. A skillfully planned, well-organized letter of application places vital information before the employer so that he can quickly evaluate the applicant's qualifications.

Repeatedly it is recommended that an applicant address his letter to a specific person, apply for a specific job, enclose a photograph and a stamped, self-addressed envelope, relate his education and experience, indicate the salary expected, and send a data sheet. But do employers agree with these suggestions? What information do they use in deciding whether or not to grant the applicant an interview or to consider his qualifications for the job?

■ **Participants in the Survey**—To find out what employers want included in application letters and their preferences as to types of letters, a survey was recently conducted among business firms in the Middle South. Three hundred questionnaires were distributed to various classes of employers: one hundred in Louisiana, one hundred in Arkansas, fifty in Alabama, and fifty in Mississippi. (Density of population and concentration of urban areas were determining factors in deciding this distribution.) Representative types of business firms—manufacturing companies, department stores, newspapers, investment and insurance companies, and educational institutions—were included; and cities of various sizes were selected in mailing the questionnaires. A total of 118 replies was received, a return of 39.33 per cent.

■ **Questions about Types of Letters Wanted**—Greatest agreement among the answers is to the question, "Do you like a conventional, straightforward approach better than the clever, out-of-the-ordinary application letter?" Over 90 per cent of the respondents checked *always* to this question, seven per cent *frequently*, and only two per cent *seldom*. None answered *never*. Of the questions pertaining to kinds of letters, style, length, and other general characteristics, more agreement is indicated in favor of the conventional letter than on any other point, as is shown in Section I of the accompanying Table on page 481.

• At the same time there is apparent an overwhelming response *against* the elaborate presentation of qualifications that might run three to ten pages in length. By adding the 12.28 per cent

who respond *seldom* and the 82.46 per cent who answer *never*, you find that 95 per cent are definitely opposed to the elaborate presentation.

• *The answers* to "Do you like the applicant to submit a one-page letter with a data sheet?" and "Do you like the applicant to submit a two- or three-page letter without a data sheet?" give evidence as to the preferred length of the application letter. More than 66 per cent answered affirmatively in favor of the one-page letter with the data sheet, and 92 per cent answered negatively concerning the two- or three-page letter without the data sheet.

• *Unsolicited, Request-for-Application, and Follow-Up Letters.* From Section I it is also evident that unsolicited application letters are favorably considered. Only one person (.86 per cent) stated that he *never* considers an unsolicited letter, whereas 45 per cent *always* do and 28 per cent *frequently* do. Applicants using this type of letter are very likely to have their qualifications considered, for even the 26 per cent who answered *seldom* indicate by their very answer that they attach *some* importance to the unsolicited letter of application.

Often the student-applicant finds it difficult to understand opposition to his writing a mere request for an application blank. He maintains that he will eventually return the blank with the short letter that employers prefer. But do employers give attention to the letter that merely requests an application blank? To this question 41 per cent replied *always*, and over 19 per cent answered *frequently*. These answers tend to support the inexperienced applicant's view, for 60 per cent *do* give attention to a request for an application blank. The answers, however, fail to reflect *how much attention*, for they do not distinguish between a simple response to a request and *real* consideration. There are also 39 per cent who responded *seldom* and *never* to the question concerning request for a blank. Thus the applicant does run into the danger of receiving a negative response. The letter that requests an application blank needs to contain sufficient information on the applicant's

qualifications to warrant his being sent an application blank.

Another question—one concerning the follow-up letter—often puzzles applicants. Forty-five per cent of those questioned replied that they seldom considered the follow-up when the first application letter has failed to impress them. Another 18 per cent stated that they never consider the second letter. Thus it seems that little consideration is given the follow-up letter. However, it is worth noticing that the question as asked contains a condition—"when the first application letter has failed to impress you." Thirty-six per cent answer the question *always* or *frequently*. So what does the applicant have to lose in sending the second letter?

■ **Questions about Form**—Surprisingly perhaps, about 16 per cent of the replies to "Do you consider an application letter that contains mechanical errors?" were *always*. About 33 per cent answered *frequently*. The 51 per cent answering *seldom* or *never* are sufficient to caution the applicant to beware of errors. The percentages of response to this question are shown in Section II of the Table.

• *Section II* also indicates the response to another question pertaining to form, "Do you want an applicant to address his letter to a specific person within your company?" This refers to the address and to the salutation of the application letter. About 42 per cent answered *always* or *frequently* and 58 per cent *seldom* or *never*. From this response, it seems that it makes little difference one way or the other. Generally, teachers advise students to address the letter to a specific person in order to facilitate its reaching the executive doing the hiring.

■ **Questions about Content**—Eleven questions asked employers dealt with the content of application letters. The employers emphatically want the applicant to state in his letter his reasons for leaving a previous position, to relate his experience and education to the work of the company, and to include information on extracurricular and community activities. Also it is very desirable for the applicant to show a knowledge of the company and to apply for a specific position rather than for merely a job. Furthermore, the applicant is expected to request an interview. Percentages in Section III of the Table indicate these definite preferences.

• Section III also shows that the employers are not so much concerned with the applicant's family background, grades made in school, and expected salary, as they are in the points mentioned in the preceding paragraph. Only 24 per cent, for instance, responded *always* to the question, "Do you want the applicant to include information on his family's background?"; 82 per cent stated that they *always* want to know the applicant's reasons for leaving a previous position; and 75 per cent and 76 per cent respectively responded *always* to the matters of relating experience and education to the work of the company.

The responses, likewise, indicate a small amount of disagreement, for 34 per cent of the employers answered *always* to the question that deals with a statement concerning expected salary. This same question pulled a 34 per cent *frequently* response, a 17 per cent *seldom*, and a 16 per cent *never*. Applicants usually think of salary as a subject that should be introduced by the employer, either in an interview or in a later letter. Employers probably would agree that the applicant should not include salary in the original application letter. In fact, such an inclusion might be interpreted by some as a display of over-aggressiveness.

The employers' attitudes toward the school grades made by applicants are another indication of disagreement. Twenty-four per cent responded that they *frequently* want to know the grades; 29 per cent said *seldom*. On the other hand, 25 per cent answered *always* and, in contrast, 20 per cent said *never*. A conclusion one way or the other cannot be drawn from these percentages; but it is apparent from the answers that grades are not widely used as a determining factor in selecting personnel.

• Most employers use the interview as an integral part of the selection process, and many of them will not hire an applicant without it. But do they want a request for an interview to be made in the application letter? Only four per cent answered *never* to this question, and 86 per cent answered either *always* or *frequently*, as is shown in Section III. More enlightening than these responses, however, are the comments from a few personnel directors: "We *never* hire a man without an interview"; "The chief purpose of the letter is a point of contact"; "The effective application letter will result in an interview."

■ **Questions about Additional Elements**—Of the four questions asked concerning the desirability of enclosures with the application letter, the employers agree that a stamped, self-addressed envelope for a reply is not necessary.

Eighty-three per cent said they *never* want it. Only six per cent respond *always* to the question, three per cent *frequently*, and nine per cent *seldom*. The fact is that the employers usually do not use the return envelope. They use their own letterhead stationery, so the applicant's envelope is discarded. (The responses to the envelope question are given in Section IV of the table.)

• The importance of enclosing letters of recommendation also is indicated in Section IV. Only three per cent of the employers say they *never* consider such letters, and 45 per cent reply that they *always* do. The other employers split between *frequently* and *seldom*. Of course, the question was worded "considerations," and does not bring up the issue of "how much" or "how little." In all probability, though the letters are given consideration, they are given little, for a letter of recommendation sent directly to the employer by its author is certain to be authentic and thus is better received than one that the applicant sends. Employers generally consider the "To whom it may concern" letter as of small value.

To understand fully the responses to, "Do you require the applicant to submit a data sheet?" (Section IV), one needs to consider also the question in Section I, "Do you like the applicant to submit a one-page letter with a data sheet?" Preference for the one-page letter with a data sheet is indicated over all other types. Interpretation hinges on the words *require* in one question and *like* in the other. Although the data sheet may not be required (only 31 per cent said *always* in this instance, and 26 per cent said *never*), it is *liked* and *wanted*. (Thirty-five per cent answered *always* to that (Section I), and 31 per cent said *frequently*.)

■ **Preferences of Industrial and Other Employers**—In addition to analyzing the practices and preferences of employers concerning the questions asked, it was deemed of value to see if there are any differences in the employers' preferences among various types of business firms.

• In general, employers in industrial firms and hiring officials in other types of businesses follow the same practices and have the same preferences. Two exceptions can be noted. To the question, "Do you desire that the applicant relate his experience to the work of the company?" the answers reveal that the employers from firms other than those classified as industrial more often desire the applicant to state his experience than do industrial employers. Thirty-three per cent of the industrial firms answered *always*, and 42 per cent of other firms said *always*.

This is no great difference; but the explanation may perhaps be that employers in industry are not so much concerned as others with experience because provisions are made for the employee to learn while on the job, and a large number of the jobs require no previous experience. Yet, to the question, "Do you desire the applicant to relate his education to the work in your company?" far more of the industrial employers answered *always* than did the nonindustrial firms. (Forty-one per cent of industrial employers responded *always*, and 31 per cent of the others answered *always*.) Of the nonindustrial firms, 19 per cent even responded *seldom* to the same question.

■ **Important Conclusions Can Be Drawn from This Survey**—Employers show intense interest in the application letter; and there is general agreement as to desirable characteristics of letters and as to information that is worthy of consideration. In general, these conclusions can be drawn:

1. A conventional, straightforward approach is preferred to the clever, out-of-the-ordinary application letter.
2. A one-page letter (with a data sheet) is preferable to a longer letter.
3. Unsolicited letters receive favorable response.
4. Mechanical errors are sometimes disregarded, but can be very costly.
5. Employers want to know why the applicant left former jobs.
6. Hiring officials desire the applicant to relate his education, experience, and activities to the job for which he is applying.
7. A knowledge of the company may be helpful to the applicant.
8. A request for an interview is considered an essential part of the letter.
9. Employers look for an expression of the applicant's attitude and personality traits.

Some items receive little or no consideration from employers:

1. An elaborate presentation of qualifications is not favored.
2. Follow-up letters get little response.
3. A request for an application blank may get an answer, but the applicant will receive little consideration.
4. Employers do not consider factors such as grades, family background, and expected salary as desirable points to be included in application letters.
5. They do not want a stamped envelope, photograph, or recommendation letter to accompany the initial application letter.

Applicants will do well to give heed to the preferences and practices of employers and, in writing application letters, to give the employer what he wants. Employers will do well to analyze their application letters closely for desirable qualifications of the applicants. Thus application letters will be greatly improved and will play an ever more important role in the selection process.

Employers' Preferences in Application Letters

SECTION I QUESTIONS ABOUT TYPES OF LETTERS

	Total Replies	Percentages			
		Always	Frequently	Seldom	Never
1. Do you give consideration to unsolicited letters of application?	116	44.83	27.59	26.72	.86
2. Do you like the applicant to submit a one-page letter with a data sheet?	108	35.19	31.48	13.89	19.44
3. Do you like the applicant to submit a two- or three-page letter without a data sheet?	107	2.80	4.67	21.50	71.03
4. Do you like an elaborate presentation of qualifications, which might be three to ten pages in length?	114	.88	4.38	12.28	82.46
5. Do you give attention to the letter that merely requests an application blank?	117	41.02	19.66	19.66	19.66
6. Do you consider the follow-up letter when the first application letter has failed to impress you?	113	6.20	30.09	45.13	18.58
7. Do you like a conventional, straightforward approach better than the clever, out-of-the-ordinary application letter?	113	90.27	7.08	2.65

SECTION II QUESTIONS ABOUT FORM

1. Do you want the applicant to address his letter to a specific person within your company?	108	25.93	15.74	34.26	24.07
2. Do you consider an application letter that contains mechanical errors?	113	15.93	32.74	46.02	5.31

SECTION III QUESTIONS ABOUT CONTENT

1. Do you like the applicant to state in his letter his reasons for leaving a previous position?	114	81.58	14.92	1.75	1.75
2. Do you desire that the applicant relate his experience to the work of your company?	114	74.56	14.92	6.14	4.38
3. Do you desire that the applicant relate his education to the work of your company?	114	75.44	15.79	6.14	2.63
4. Do you want the applicant to include in his letter his average grades in school?	114	25.44	24.56	29.82	20.18
5. Do you want the applicant to include information on extra-curricular activities?	113	44.25	30.09	18.58	7.08
6. Do you want the applicant to include information on his participation in community activities?	113	38.94	29.20	22.12	9.74
7. Do you want the applicant to include information on his family's background?	112	24.11	28.57	31.25	16.07
8. Are you favorably impressed if the applicant shows a knowledge of your company?	112	52.68	29.46	16.07	1.79
9. Do you want the applicant to state in his letter an expected salary?	113	33.63	33.63	16.81	15.93
10. Do you like the application letter to include a request for an interview?	110	59.09	27.27	10.00	3.64
11. Do you want the applicant to apply for a specific position with your company rather than for just a job?	114	52.63	34.21	7.90	5.26

SECTION IV QUESTIONS ABOUT ADDITIONAL ELEMENTS

1. Do you require the applicant to submit a data sheet?	109	31.19	21.10	22.02	25.69
2. Do you give consideration to accompanying letters of recommendation?	116	44.83	26.72	25.86	2.59
3. Do you require a photograph of the applicant?	115	19.13	15.65	29.57	35.65
4. Do you want the applicant to include stamped return envelope for your reply?	116	6.03	2.59	8.62	82.76

The teacher can do much to develop in students an appreciation of modern companies' efforts to promote good job relationships

Businessmen Are Better Bosses

Machines, forms, and systems are important to the businessman, but he knows that his business can be no better than the people who work in it. Therefore, the personnel function requires great emphasis in promoting better human relationships, as a guarantee of greater employee productivity.

The business teacher who is preparing young people for office occupations should be fully cognizant of personnel practices in his business community, should have a comprehensive understanding of today's changing philosophy of management and the impact of the changes on the individual.

■ **The Origins of "Personnel Policies"**—Businessmen are saying: "Obtaining good human relations is the greatest need facing us today. We have all come face to face with the inevitable—we *must* get along with our neighbors, we *must* get along with our associates, we *must* get along with people."

• *Businessmen know* that it is good business to have happy people working for them. They realize that they can no longer be guided by personal hunches and emotions in making decisions concerning personnel problems. They know that definite policies, clearly stated and known by employees, can do much to assure uniform practices and to promote smooth relations.

• *Personnel policies* are the rules established to govern activities and assure that they are performed in line with the desired objectives. Regulations of government, demands of organized labor, complexity of business organization, and a keener appreciation of the true value of the individual have intensified the importance of well-defined personnel policies.

When the "boss" knew all his employees and worked along with them, shoulder to shoulder, there was little need for a formal type of personnel "program." The person-to-person rela-

tionship developed either loyalty and co-operation or animosity and confusion. However, with the growth of business came a widening of the gap between the employee and the employer. It became more difficult for the problems in personnel to be handled on a person-to-person basis. The need for the development of uniform practices became essential.

• *Management has learned* that these practices, in the form of definite company personnel policies, have to be *clearly understood* by all those affiliated with the organizations. Only in this way can companies foster the desirable employer-employee relationship. The functions of personnel have developed in order to fulfill the objectives of this phase of management.

The most logical consideration of the subject of personnel includes, *first*, the objectives of personnel administration, and, *second*, the policies that will accomplish those objectives. The objectives of personnel work are (1) to increase production by increasing human efficiency, (2) to increase human efficiency by creating better morale and greater happiness among the workers, and (3) to create better morale and greater happiness by safeguarding the physical and mental welfare of the employees.¹

■ **Scope of Personnel Policies**—The gamut of functions begins with employment and includes research and statistics. The size of the business will determine who is responsible for these activities and how many individuals are needed to carry them out. The list of activities² in the adjacent display reveals the scope of the personnel function.

In looking through publications from many companies, we find that these activities *are* being carried out. Not any one company has perfected its personnel policies, but many have become conscious of the extreme importance that mutual understandings play in

promoting better human relations and greater human efficiencies. An analysis of some of the personnel policies is an interesting undertaking for the business teacher.

■ **Contemporary Emphases**—Information concerning today's company policies may be determined from booklets, pamphlets, and manuals issued by companies for their employees.

• *One large company* keynotes its personnel program with these fundamental policies:

1. To have associated with it—in each position—the most capable individual available.
2. To train each of these carefully selected individuals thoroughly, so that he may become increasingly effective in his job.
3. To provide each employee with reasonable working hours, affording enough time for relaxation.
4. To pay each employee a fair wage for work performed.
5. To provide for each employee security of job and income and some measure of protection against unavoidable periods of slack work.
6. To provide for each employee safe and orderly work places.
7. To furnish each employee with adequate knowledge of the company and what it is doing.
8. To provide each employee with opportunity to express his opinions freely regarding the company's policies, working conditions, production processes, etc.
9. To provide for each employee an opportunity to be prepared in case of sickness, accident, disability, or death; and to insure an income for his declining years.
10. To instill in each employee pride in the policies, products, and progress of his company.

• *One personnel director* of a sizable manufacturing company strikes the heart of its personnel philosophy when he states that his organization aims to satisfy the four basic desires of employees:

1. For security in all its forms—financial, social, medical, and political.
2. For a "square deal"—every employee wants what he considers justice.
3. For individual distinction—to be recognized as a person in his own right, not merely as a check number or a statistic.
4. For good human relations in the job and with his immediate boss.

- L. MILLARD COLLINS (North Texas State College)
- CLEOPHAS M. BUCK (Kentucky Wesleyan College)
- MARY ELLEN OLIVERIO (graduate student, Columbia University)

A year or two ago he sent a letter to 90,000 employees, in which he said in part, "All of us need to understand our business better. We need to understand each other better. We are in the same boat, and we shall go forward or backward together. So we want you to know how the management thinks. We sincerely want to know what you think. . . ."

• *An office-machine company says:*

It is our policy to strive to be a better place to work. With the rapid expansion of operations and personnel came a reorganization and strengthening of the company's personnel activities to insure for every employee continued fair treatment as an individual.

This company operates a cafeteria for its employees, and arranges for paid vacations, life insurance, group hospitalization, a training program for new employees, and has planned a health program.

• "We will strive continually for better human relations in our daily contacts with fellow employees and will conduct ourselves with good manners in the public interest at all times," is the theme of another large corpora-

tion's policy. They carry out this purpose with an extensive personnel program.

• *The growth of still another company* is attributed to the co-operation of management and employees. In order to achieve continued success, this company has a personnel program that includes an effective suggestion system, savings plan, safety methods, and better working conditions, advancement opportunities, and retirement and life insurance plans.

• *A large glass company* strives "to be honest and fair with its people, with the Government, with its shareholders, and with its customers." Their personnel program includes vacations with pay, food service, safety and health provisions, well-equipped medical and first-aid rooms, group insurance, retirement income, credit union, merit rating, suggestion system, and an extensive recreational program.

• *The personnel policies* at one service-type enterprise are especially dynamic. They have a comprehensive written personnel policy, but modifications and improvements are always being made. It is the aim of this com-

pany to make sure that each employee is given every possible opportunity to succeed. Ideas come from the employees to top management, as well as from top management down. The company has a very unique and successful profit-sharing plan *which has been in operation since 1916*. They endeavor to impress on each new employee the fact that the personnel program and department is there "for you."

• *In summary*, it is evident from the policies and practices in many companies that personnel people today are interested in good personnel practices, not only because they develop greater efficiency within the organization but also because of the closer relationship that they promote between employees and employers.

■ **The Role of the Business Teacher—**What does all this mean to the business teacher? It means that he should develop a realization of what business, through its personnel policies, is striving to do in order to promote better human relationships. An awareness of personnel policies can implement the knowledge and skills he endeavors to develop in the classroom. This will give the student the occupational intelligence deemed so necessary for his initial office job. The teacher has a responsibility for learning the practice and personnel philosophies of the companies in his business community.

The business teacher at the secondary level may find that his crowded schedule will not permit him to spend much time in evaluating such personnel policies, but an activity such as this might be carried out in a number of different ways within the Business curriculum. The teacher can do much to develop in students an appreciation of a company's efforts to promote good relationships.

• *The business teacher* might find a series of questions similar to the one that follows helpful in becoming acquainted with the personnel policies of the community.

How frequent are dismissals? For what reasons?
Where does the company turn for new employees?
What kind of pension plan is available?
Who does the hiring?
What is the general atmosphere of the office?
How stable are the practices of the company?
Are the people who work in the office content?
What do people say about their company?
How are promotions made?
Are the personnel policies in keeping with the objectives and ideals of the company?

¹ Harry L. Wylie and Robert P. Brecht, *Office Organization and Management* (New York: Prentice-Hall, 1947), page 274.

² Adapted from John F. Mee's *Personal Handbook* (New York: Ronald Press, 1951), pages 19 ff.

Personnel Problems Now Being Given Attention

EMPLOYMENT

Employment procedures
Transfer and interplant employment
Termination of temporary-layoff code
Employment of women
Unemployment compensation
Social-Security retirement and death benefits
Rules governing leaves of absences
Sources of labor supply
Reception of applicants, and interview
Investigation of references
Employment tests
Personnel records
Promotion

WAGES AND HOURS

Wage scales
Salary and wage standardization
Incentive plans
Overtime pay
Profit-sharing plans or bonus plans
Hours, holidays, and vacations

WORKING CONDITIONS

Plant housekeeping
Ventilation and lighting
Rest periods
Eating facilities
Training and education
Company courses, conferences, and lectures
Co-operation with outside agencies
Employee manuals
Employee publications
Bulletin boards
Facts about the company
Suggestions systems

LABOR LEGISLATION

Current problems for consideration
Revision of laws

SAFETY

Safeguarding hazardous occupations
Safety education
Health
Physical examinations
Health education
First aid in company hospitals
Home visiting

ECONOMIC SECURITY

Steady employment
Unemployment insurance
Life insurance
Accident and health insurance
Retirement plans
Hospitalization plan
Thrift and savings plan
Housing program

CONTACTS WITH EMPLOYEES

Opportunities for personal contacts between management and employees
Open channels for grievances
Consultation with employees on matters of mutual interest
Collective bargaining

SERVICE ACTIVITIES

Athletics and recreation
Social activities
Employees' clubs
Legal aid
Charities

RESEARCH AND STATISTICS

Job analysis
Accident records
Labor-turnover studies
Absenteeism and tardiness
Analyses of the personnel

Are policies as stated in advertisements accurately revealed in employee manuals?
 What relationships exist between selection and training?
 To what extent are tests used in the selection of employees?
 What activities are involved in the process of selection?
 Are policies revised periodically?
 What provisions are made for determining performance standards?

• The answers to these questions can be obtained in a number of ways.

The business teacher can talk with personnel men. Personnel officers are eager to tell about their companies and will be willing to give this information to students and teachers.

The business teacher can also talk with former students and friends who are now working in the business community.

Through attendance at Chamber of Commerce activities, Service clubs, and the National Office Management Association meetings, much valuable information can be obtained.

■ **A Guide for Studying Personnel Practices**—This study guide is presented as a suggestion of what may be accomplished in giving the students the proper understanding of how personnel policies affect the individual employee:

• **No. 1. Human Relations in Business and Industry. Questions:**

1. Why should we be concerned with people in industry?
2. What is meant by "human relationships" in considering employees?
3. Why are the patterns of human relations in industry often similar from one organization to the next?
4. How can you become more efficient as an individual employee?

Case Study: Cite different cases when employees have been dismissed because of poor human relations.

Field Study: Talk with three persons who have worked for different firms. Attempt to find out why they like or dislike the companies.

• **No. 2. Personnel Counseling. Questions:**

1. How does the typical counselor in industry try to help employees with their problems?
2. Discuss the limitations of aid to the employee through direct action, advice, and reassurance.
3. How effective can the counselor be in communicating with companies' employees?
4. How effective can the counselor be in communicating attitudes, work habits, and ideas of employees to management?
5. What are the principal differences in (for example) the Western Electric Company's counseling program and the usual programs found in industry.
6. Discuss the rules of interviewing followed by most companies with whom you are acquainted.

Field Study: Get into conversation with a classmate, your father, or an employer, and—using all the techniques you know for interviewing—see how far he will go in a discussion of his problems, if any. Write up your results; but be sure to delete all names, places, and other information that might serve to identify the person.



BUSINESSMEN from Saginaw and nearby business communities came, 450 strong, to see new equipment, like this small office-size folding machine. Saginaw Board of Commerce was a co-sponsor of the business-machines show held in high school.

Hold a Business

■ **Saginaw Did**—Want to make the business training department the center of interest for a day or two? To attract hundreds of businessmen into the school? To stimulate interest in business courses and especially in business-machine courses? To give your students the newest and best in equipment and the experience of planning and conducting a major business-centered show?

Then sponsor an office-machines show in your school gymnasium. Saginaw (Michigan) did. It was not hard

to arrange and it was rich in its benefits to all concerned.

■ **Arrangements**—The Saginaw show was sponsored by many interests. Assistant Superintendent Charles Coulter represented the Saginaw Board of Education. Catherine Riggs and Alison Spence, co-ordinators of co-operative office-training programs in Saginaw and Arthur Hill high schools, represented their departments. Businessmen represented the local Board of Commerce. Committees of business students pub-



MANY MACHINES were new to visitors, both businessmen and students. This continuous-form billing machine, for example, which is rarely an item in school laboratory for business machines, attracted considerable attention. Exhibitor Keith Lemmon wisely encouraged students to type out sample bills and learn to use the equipment.



SCHOOL GYMNASIUM housed some 50 business-machines exhibits set up in booths along the walls and with cross aisles. About 600 business students from area schools came to see latest models, to watch demon-

strations given by Saginaw students, and to collect literature. Teachers had their own special clinic on office-machine instruction problems on second day of show.

Show in Your School Gym

licized, organized, and operated the show. The University of Michigan and the State Department were represented by the state Teacher-Trainer for Co-operative Office Programs, Frank Lanham.

• *The show* ran for two days and was held in the gymnasium of Saginaw High School. Exhibitors brought in and displayed new office-machine equipment just as they do at major conventions, complete with displays, banners, advertising literature, and demonstra-

tions—with Saginaw High students as the demonstrators.

• *A clinic* for business teachers was held on the second day to discuss ways of obtaining new office-machine equipment and of improving office-machine instruction.

■ **Measures of Success**—Approximately 450 businessmen came to the show, not out of curiosity but simply because they wanted to see the displays. About 600 students from Saginaw and surrounding schools attended. Some 75 business

teachers from the area also attended.

• *Key to success*, probably, was focusing attention on the businessmen's genuine interest in seeing new equipment; exhibitors are not likely to be interested in showing wares to non-buying students only. Keeping the show on the professional level gave it dignity, a real business atmosphere, and genuine stimulation of interest in business and business machines.—*Frank Lanham, Michigan Teacher Trainer for Co-operative Office Programs.*



STUDENT demonstrators were trained by some exhibitors before show began. Experience in learning use of equipment and in demonstrating was invaluable.



DICTATION EQUIPMENT was of special interest to secretarial students, like these girls from Arthur Hill High School, in Saginaw. Some visitors were surprised to learn that old-style black wax cylinders were being replaced by discs and belts and that hearing unit could be either pedestal-based "soft speaker" or headset.

Big Store, Little Store?

A Working Basis for Selecting D. E. Training Centers

■ **Background**—One of the most perplexing problems of D.E. co-ordinators is selecting training centers for pupil placement. To the layman, the problem seems merely one of finding a place where the student-learner will be given a job. But the co-ordinator readily realizes that the selection of the training establishment will have a decided effect on the student in so far as actual learning effectiveness is concerned.

• *In large urban areas*, the co-ordinator has a choice of many types of businesses. There are department stores, specialty shops, small and large independent stores, wholesale and jobbing houses, and service businesses of many varying types.

• *In the smaller cities and towns*, the huge departmentalized organization is not usually available, and the choice is immediately and considerably narrowed. In such areas, it is not a question of choice *between* the department store and the small store; it is a question of *which* small shop.

• *Many times, the choice* has been made almost entirely as a matter of convenience — convenience for the school, the pupil, and the store operator. Little serious work has been done to establish any evaluating measure that can serve the co-ordinator as a placement instrument to measure learning opportunities for students.

• *Bases for Criteria*. In order to reduce the complexities of this problem, let us speak in terms of "the department store" and "the smaller retail store." (This division does not imply that all other types of retail operations, wholesale operations, and service businesses are not to be considered; it merely reduces businesses into two classes for our present consideration.)

It is necessary to establish some basis for our evaluation. The student is the first consideration in our program; therefore, the basis for establishing such a scale will be founded on the requirements that are demanded by student training needs. These needs can be generally divided into three areas:

1. The needs of the student in work experience



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2. The needs of the student in job (and on-the-job) learnings

3. The facility with which the experience can be used by the student, and the ease with which the co-ordinator can integrate the teaching program with the work program

■ **The Big Store**—The department store, by its very nature, is organized so that each of its departments becomes a specialized area in one phase of the entire merchandising operation. Because of this specialization, the student will be able to learn proved methods of operation in any one department. The student is likely to learn, for example, the *best* methods of stock control, in the light of experience-tested methods. He will become acquainted with types of records that must be kept, the uses to which these records are put, the methods of maintaining such records, and the relationship of such record keeping to the entire store operation.

The same detailed, highly specialized experiences will be available to the student, theoretically, in *each* department of the store. For the purpose of brevity, since this article does not attempt to be an organizational breakdown summary, we shall list the general areas of activity in which a student may gain experience and training:

1. *Receiving*: of merchandise for resale; checking against invoices; recording receipts; storage, etc.

2. *Warehousing*: methods and practices of handling goods of various classifications and types; storage requirements of varied materials; record keeping for control and availability of stocks; filling stock orders for store and direct customer delivery

3. *Stock*: procedures for keeping stock available for sale; ticketing, arrangement, care, records, etc.

4. *Sales*: care of counter stocks, display; salesmanship, customer psychology; records, store routines and system, etc.

5. *Credit*: investigation and interviews; legal aspect and requirements; collection practices and procedures; records, etc.

6. *Control*: methods, practices, forms; uses and purposes of control function; general record keeping, budget, and analysis

The foregoing division is just a general breakdown of basic functions, which are further subdivided in specialized areas. From this, a general conclusion may be drawn that will point to the available training experiences students may get in department stores:

1. Operation of retail stores in terms of specialized, highly efficient departments with responsibility vested in the chief or head of each department

2. Use of standardized forms and practices for all types of record keeping

3. Familiarity with many varied types of goods and materials, the care and handling of each, and special problems of each; *ie.*, glass, china, woollens, etc.

4. Pricing and ticketing operations; sources of information; types of marking devices and machines; mark-up and mark-down policies

5. Wide opportunity for sales experience in many types of goods; opportunities to learn buying and selling from specialists in each department

6. Wide cross section of customer types and customer problems presented by high traffic rate of the department store

7. Understanding of credit requirements of the store, of the seller and the buyer; the importance of credit selling, and the techniques involved

8. Understanding of the need for integration of services to direct the efforts of all departments to the main purpose; relationships of departments to each other and to the whole

9. Understanding of the responsibility of the store to the community; the flow of organization from top to bottom in sharing this responsibility

10. Realization of the opportunities for careers and promotions in such organizations.

■ **The Small Store**—The problem of evaluation of the smaller store is somewhat more difficult because such stores vary in many ways. Some stores, commonly called specialty shops, deal in one commodity with allied lines only; others deal in many varied items but are not departmentalized in structure or operation; while still others deal in general specialty items.

The matter of the *type* of store will have a great deal to do in the evaluation; but, for general purposes, there are certain things that are constant factors. Without regard to size, volume, ownership, organization, or policy, the small (undepartmentalized) stores have the following functions in common:

1. Receiving
2. Stock (storage, handling)
3. Sales
4. Recording

■ **Big Versus Small**—A quick comparison of the two breakdowns makes it quite apparent that department-store experience is wider and more detailed in methods of operation. The contacts with personnel (who are specialists, in most cases) are valuable learning experiences. The facilities of the store itself are more numerous, detailed, and exact, and are, therefore, valuable learning experiences. This leads one to conclude that department stores might be far superior to the small stores and that our placements should be made in the larger unit.

• *However*, the student who is employed in a department store may never circulate through more than a few departments at most, and his background would therefore be limited only to the particular areas of activity in which he worked. His view would be considerably biased and somewhat narrowed. It is also reasonable to suppose that he would be used only where he best suited the purposes of the organization and that he would probably have no experience in, or even opportunity to observe, many of the basic retail functions, such as the control and credit operations of the business.

• *The limitations* of the smaller units are considerably offset by several plus factors. The most important of these is the fact that, in most small stores, the personnel are required to act in *many* capacities.

An example of this is the fact that salespersons will be required to act as their own stock boys and, in many cases, will be responsible for stock records, marking, pricing, receiving, and even storing. They also have the opportunity to serve as salesmen in many merchandise classifications and in varied types of goods at the same time, thus giving them practical experience of a broader nature than that afforded

by the limited department-store classifications.

The small store also provides a much more personal approach to the customer and to varied types of customers in a selling environment that is somewhat less strained and formal than in the large department store.

The small store owner or manager is apt to be closer to the student-learner than the department head or other supervisory representative of management in the large store.

• *It is true* that the department store is able to provide a training program within the store, and this is often used as an argument to justify the wholesale placements that are found in some areas. But we must accept the fact that there is a saturation point in the large stores beyond which they cannot accept our part-time learners. Advancement and promotion come only after long, patient waiting and loyal productivity.

The small retail store, because of its very smallness, does not hide the hard, backbreaking work that retailing success requires. The small store is a compact model of the larger unit; but, because of its very size, it offers a view of retailing in its entirety that is a close-up and that will, therefore, carry more "punch" than the widely separated, quickly fading "shots" of the department-store experience.

The student who is employed in the smaller store can more easily understand the very close relationship between buying and selling because he is usually able to observe *both* functions at the same time. (This is obviously impossible in the department-store situation.) The student's understanding of the "why" of buying will be clear and therefore, we assume, more enduring.

• *At best, the specialized functions* of the department store lose impact on the student because there is an intermediate, learning process—the integration of specialized experience with the whole retail operation. The learning from smaller-store experience has the advantage of being immediate because of the smaller size of the operations.

■ **Personnel Touch, Too**—We cannot forget the more human element involved: the personal relationship of the employer and employee.

• *In the department store*, there tends to be a colder and more impersonal relationship. The smaller store provides a closer relationship, which has many advantages.

There can be no doubt that the American "storekeeper" has been a great influence in our history. This was not only due to his place in our economic history, but was due also to the inherent desire of the "storekeeper" to please his customers. He has been, in

the past, and is, in the present, an educator in his community. He has acted as an arbiter and confessor; he has been the spark plug for many civic development and improvement programs. The small, independent store of today is still the shrine of that essential Americanism. There is much to be learned from "small business" men that cannot be learned from books, in classrooms, or in training programs; this type of learning is important to the future retail employee and retailer.

There is much to be said in favor of the small store as a training ground for our students. Perhaps, when we consider the youth of our students and their need for security in terms of responsibility and personal guidance that reassures them that they can find success in this work, the small store is the real answer to our placement needs.

■ **Training Facilities**—As was previously noted, the first consideration of the co-ordinator is the satisfaction of *student* needs in the field of work experience. With this in mind, an evaluation of the small store may be made on the basis of the personal qualities and qualifications of the store owner-ship-management.

The question of modernity of operation becomes important, too, for it is the purpose of distributive education to train students for present-day needs, and the old-fashioned shop is certainly not the training center for such learning. If this "modernity" requirement is met, then the question arises whether the store manager is willing to train—and capable of teaching—our students. It is important to remember that there are *two* factors here.

• *Willingness is not enough*, because the willing person may not be capable of nor have the knowledge necessary for giving proper training. There must be some evidence that the willingness to teach is supported by the basic knowledge and the ability to convey that knowledge. The type of store selected for each pupil will be greatly dependent on the particular student, his interest in the type of business, and his mental and physical capacities. The placement will, therefore, depend on what the co-ordinator deems important in terms of personal adjustment of the student and the store.

• *In general*, it may be said that the co-ordinator must attempt to estimate the possibilities for learning in the available store; he must survey all the shops in the area and select those that most nearly fit the requirements of his program; he must evaluate each shop with regard to training opportunities, work opportunities, and learning opportunities; he must consider the factors of store management, supervision, working conditions, other personnel,

(Continued on page 507)

Part 3 of a Series

In the April and May issues of BEW, Doctor Rowe discussed principles for using all kinds of typing drills and then reviewed in detail the ways and means of using (a) the Expert's Rhythm Drill and its variations, (b) locational-security drills, (c) balanced-hand drills, and (d) motion-pattern drills. He continues this month with a discussion of many kinds of alphabetic drills.

How and When to Use Drills in Typing

DR. JOHN L. ROWE, Teachers College, Columbia University, New York City

Alphabetic Drills

■ **The Alphabet**—The alphabet is often used as a warmup drill for control; it may also be used effectively to develop many techniques and periphery skills in typewriting. It is popular with the students because it gives them a feeling of accomplishment; once the drill is mastered, students enjoy repeating it. The student who knows he can type the alphabet correctly and rapidly is encouraged to concentrate on developing his stroking speed.

Alphabet drills are also useful in teaching the alphabet for other uses in business, such as filing, indexing, alphabetizing cards, etc. Many students enter typewriting classes who do not really know the correct sequence of letters in the alphabet. Some students who can recite it readily from A to Z have difficulty in naming which letter comes before another when they are confronted with a filing problem. So, aside from being a useful device for developing keyboard control, the alphabet drill is generally helpful to business students.

• **Purposes.** This drill may be used in typewriting classes to attain the following objectives:

1. To familiarize the students with the alphabetic keyboard and to develop locational security, especially during the early learning stage.
2. To exercise every finger and to review all the alphabetic reaches in the shortest possible time.
3. To provide a continual check on correct fingering and proper stroking.
4. To build "keyboard confidence" and thus stimulate accuracy and speed.
5. To refine reaching and stroking patterns in beginning students, and to cultivate speed and accuracy in advanced students.
6. To adjust the student to the touch of a new typewriter.
7. To provide a warmup that is not limited to one row of keys.

Variations of the alphabet, as shown

in the illustration, may be used to develop space-bar technique, shift-key control, double-letter stroking, and concentration.

• **How to Teach the Alphabet Drill.** This drill may be presented as soon as the alphabet keyboard has been introduced. The teacher should call the letters of the alphabet because doing so—

1. Enables the students to concentrate on finger movements without the distraction of having to read the exercise in a textbook.
2. Develops anticipatory responses—that is, the student anticipates the stroke and strikes the key with a definite snatch-stroke.
3. Permits a moment of relaxation between letters.
4. Develops an aural association that facilitates learning.

The alphabet should be taught in segments rather than all at once. The arrangement of letters on the keyboard permits typing the following sections with considerable ease, and they represent good "steps" in developing skill in the drill:



John Rowe . . . use alphabet drills

abcdefg
hijklmn
abcdefghijk
lmnopqrst
uvwxy
z
opqrstuvwxyz
abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz

The teacher should give this drill in short, staccato calls and provide for variety of responses, such as asking the students to type the letter once, or twice—small letters, or in capitals—with or without spacing, etc. The teacher may call the letters in their normal order; in reverse order; or, beginning with one of the middle letters, call the alphabet in forward and reverse order until that letter is reached again. This last variation is a valuable aid in developing locational security in the early learning stages.

Some teachers prefer to teach the alphabet in its entirety immediately after the alphabet keyboard has been covered and then to refine sections of it through subsequent practice.

Maximum benefit from this type of drill may be derived by having the students type an alphabetic sentence immediately after typing the alphabet drill.

Another effective and interesting way to conduct the alphabet drill is to simulate an "orchestra" and to call the letters at various speeds and in various groups. This develops excellent anticipatory responses.

Another useful plan is to have the students type the alphabet drill in double letters (aa bb cc dd, etc.) and follow this with a drill containing double-letter words, such as *bubble*, *accept*, *added*, etc. This improves control of repeated letters and eliminates faint imprints in double-letter typing at an early stage.

• **Limitations of Alphabet Drills:**

1. Overemphasis on typing the alphabet in normal sequence may retard good devel-

opment because it does not parallel actual typewriting.

2. Because the letter sequences are unnatural and will rarely be used in actual typewriting (such as *bc*, *fg*, etc.), these drills are of little value in speed development.

3. They may limit the development of needed automatic responses, in that they cultivate conscious memorization in stroking.

■ Alphabetic Sentences and Paragraphs

—There is an infinite variety of these drills. They may be divided into two general groups: those that utilize every letter of the alphabet (line 10 in the illustration) and those that are “loaded” so as to emphasize a particular letter (line 11 in the illustration). Both groups are excellent for developing locational security, and the latter group is especially effective in corrective work.

• Objectives:

1. These drills develop the student’s power of concentration because they usually contain a high syllabic and stroke intensity.

2. Psychologically, these drills are more effective than nonsense warmups, in that they provide a review of all the letters in a natural, meaningful context.

3. Alphabetic sentences and paragraphs facilitate and improve accuracy. Because these drills provide practice on all the letter reaches, they may reveal to the students the errors and the pattern of errors that should be used as a basis for remedial practice. Alphabetic paragraphs are better than alphabetic sentences in this respect, for they are apt to be more natural—not so many unusual, difficult words concentrated in the paragraph as in the sentence.

4. Alphabetic sentences provide an excellent means of developing control. After pupils have been typing speedily on warmups and previewed copy, an alphabetic sentence will slow them down to a more normal rate and will focus their attention on the importance of control in typewriting.

5. Since modern psychological research seems to indicate that learning activities should parallel the actual and real, short alphabetic sentences are probably the best warmup drills for control. If these sentences are short and fairly easy to type, they can provide a warmup for stroking technique as well as control. The longer, more difficult alphabetic sentences should be reserved to develop concentration and to refine control.

6. Alphabetic sentences, as warmup drills, serve to develop word patterns at an early stage and this is a definite advantage over letter drills. Contextual material is also more interesting to the students.

7. “Loaded” alphabetic drills are useful in strengthening weak fingers and establishing positive control of reaches.

8. Often the alphabetic paragraph is expanded into a general keyboard review by inclusion of numbers and symbols. Such drills, however, should be used discriminately.

• **How to Teach Alphabetic Sentences and Paragraphs.** The teacher should draw upon a vast supply of alphabetic sentences and paragraphs to insure variety and to meet individual differences.

The teacher may stimulate interest in this type of drilling by asking the stu-

1. abcdefghijklmnopqrstuvwxyz abcdefghijklmnopqrstuvwxyz
 2. a b c d e f g h i j k l m n o p q r s t u v w x y z
 3. aa bb cc dd ee ff gg hh ii jj kk ll mm nn oo pp etc.
 4. z y x w v u t s r q p o n m l k j i h g f e d c b a
 5. h r s c n m o q e v y x l a u t g w k z d b i p f j
 6. aAbBcCdDeEfFgGhHiIjJkKlLmMnNoOpPqQrRsStTuUvVwWxXyYzZ
 7. aAa bBb cCc dDd eEe fFf gGg hHh iIi jJj kKk lLl etc.
 8. a B c D e F g H i J k L m N o P q R s T u V w X y Z
 9. a1 b2 c3 d4 f5 g6 h7 i8 j9 k10 l11 m12 n13 o14 etc.
 10. Pack my box with five dozen lacquered jugs.
 11. Fifty farmers forwarded fees to the sheriff's office.
 12. van ilk jaw boy ace due hug fin sat mop mix ray quiz
 13. help down text jazz back quit grim save fold tray
 14. Bea Dan Flo Gay Joy Kip Liz Mac Quita Rex Tess Ivy
 15. faux pas, bon jour, c'est la vie, dites-moi, il ya
 16. A an ask and ate ale awe B be but buy ban bet boy
 C co cot cab coy cad cow D do did den dab dog dry
 E en end elk eat eon eel F fa far fen fit fan fir

ALPHABETIC DRILLS include (1-3) alphabet itself—straight, and spaced, and doubled; (4) alphabet reversed; (5) alphabet jumbled; (6-8) alphabet with capital combinations; (9) alphabet combined with numerals; (10) alphabetic sentence; (11) sentence weighted with one letter of alphabet; (12-13) line of words containing all letters of the alphabet; (14) line of names containing most letters of the alphabet; (15) line of foreign terms, with most alphabet letters; (16) word drills emphasizing letters of alphabet separately. Many other variations of alphabetic drills are possible.

dents to bring in their own alphabetic sentences and paragraphs. Class time should never be used for such composition, however.

When the teacher wants to determine typewriting control, he may even use alphabetic paragraphs for a timed writing. In such instances, however, it should be made clear to the students that they will be measured for control and not for speed.

It is highly effective to include at least one short alphabetic sentence in the warmup at the beginning of every period. A group of alphabetic sentences of progressive length provides an excellent accuracy and control drill that may be used during the period to vary the activity of the students and to build their powers of concentration.

Alphabetic material should be interspersed generously among the many, easy-to-type drills that usually make up the material for beginning typists. This tends to make typewriting more realistic to the students, who soon realize that typing consists of much more than rapid stroking of three- and four-letter words. It stretches their word-attention span.

Loaded sentences and paragraphs are useful in reviewing reaches or for corrective practice; but, since they are

unnatural, they should be used with discrimination.

• **Limitations.** The chief limitation to this type of drill material lies in the remote possibility that some teacher may use such drills exclusively; that is, impose upon students the use of heavily loaded material and neglect the use of easy-to-type drills that are usually designed to build speed. Another limitation lies in the design or construction of these drills: sometimes they consist of problem-solving activities.

■ **Alphabetic Word Drills**—These drills are frequently used as warmup material. They usually consist of a series of three- or four-letter words together containing every letter of the alphabet. Sometimes 26 words are used, but more often they appear as shown in lines 12, 13, and 14 in the illustration.

• Objectives:

1. These drills offer a review of the alphabet in the form of short, easy-to-type words.

2. They serve to automatize certain combinations at the same time that they warm up the fingers for rapid stroking.

3. They are useful as a means of reviewing reaches introduced in the previous lesson.

4. They overcome the limitations imposed by sentence structure in so far as

(Continued on page 507)

Meet the Bookkeeping Contest Winners

Here are the results of BEW's 15th International Bookkeeping Contest



WINNERS OF THE SILVER LOVING CUP for the best club of papers from a public high school were these students of Ruby Taney's, at Fort Benton High School, Fort Benton, Montana.



THE BEST BOOKKEEPING CLUB in the Parochial High School Division is this group of students taught by Sr. Marie Sylvio, Holy Angels Academy, St. Jerome, Quebec, Canada.



THESE SMILING STUDENTS, taught by Mrs. Virginia B. Spafford, of Andrews School for Girls, Willoughby, Ohio, won top honors in the Private School and College Division.

This year nearly ten thousand students from all parts of the world entered BEW's 15th annual bookkeeping contest. From among the thousands sending in solutions, the judges have selected the winners listed below.

To all those who competed, BEW says Thank You. To those who won, BEW says Congratulations!

■ **First-Place School Prizes**—A silver loving cup to each school and \$10 to the teacher:

- *Public High School Division:* High School, Fort Benton, Montana—Ruby Taney

- *Parochial High School Division:* Holy Angels Academy, St. Jerome, Quebec, Canada—Sr. Marie Sylvio

- *Private School and College Division:* Andrews School for Girls, Willoughby, Ohio—Mrs. Virginia B. Spafford

■ **Second-Place School Prizes**—\$10 to each teacher:

- *Public High School Division:* High School, Okeene, Oklahoma—Mrs. Marlin L. Laubach

- *Parochial High School Division:* St. Louis Academy, Lowell, Massachusetts—Sr. Agnes-du-Sauveur and Sr. Eustelle-de-l'Eucharistie

- *Private School and College Division:* St. Patrick's Business College, Digby, Nova Scotia, Canada—Sr. Mary Charles

■ **Third-Place School Prizes**—\$5 to each teacher:

- *Public High School Division:* High School, Mount Holly, North Carolina—Mrs. T. L. Ware, Jr.

- *Parochial High School Division:* Notre Dame High, Southbridge, Massachusetts—Sr. St. Jean-du-Cenacle and Sr. Marie-de-Lourdes

- *Private School and College Division:* St. Mary's Academy, Windsor, Ontario, Canada—Sr. M. Eulalie of Rome

■ **Honorable-Mention School Prizes**—\$3 to each teacher:

- *All Divisions:* Holy Name High, Chicopee, Massachusetts—Sr. Alfreda; St. James High, Salem, Massachusetts—Sr. Florence Louise

■ **Special School Prizes — \$5 to the teacher for submitting the largest number of qualifying papers:**

• **Public High School Division:** Penn Township High, Verona, Pennsylvania — *Liberty Costas*

• **Parochial High School Division:** Little Flower Catholic High for Girls, Philadelphia, Pennsylvania — *Sr. Ursula Maria and Sr. Helen Loretto*

• **Private School and College Division:** St. Benedict's Academy, Pittsburgh, Pennsylvania — *Sr. Mercedes*

■ **Gold Seal Certificate Winners — Teachers entering clubs that scored 275 or more points out of a possible 300:**
 Sr. Alfreda, Holy Name High, Chicopee, Massachusetts
 Sr. Florence Louise, St. James High, Salem, Massachusetts

■ **Red Seal Certificate Winners — Teachers entering clubs that scored between 250 and 274 points out of a possible 300:**

Mrs. Evelyn Aldrich, Central School, Richburg, New York
 Mrs. John Allen, High School, Smithton, Missouri
 Mrs. Bernice H. Bulard, High School, Manila, Arkansas
 Mrs. Luella Clifton, Rome-Canaan High, Stewart, Ohio
 Joan M. Coughlan, George Rogers Clark High, Whiting, Indiana
 Marion Currier, Bartlett High, Webster, Massachusetts
 Elsie Deutschmann, High School, Lancaster, Missouri
 Mrs. Juell Duren, High School, Galva, Illinois
 Mrs. Kathryn Elliott, Senior High, Auburn, Washington
 Leona F. Evans, Union High, Barstow, California
 Florence M. Foxbower, High School, Waynesville, Ohio
 Ella H. Hilkemeier, High School, Plankinton, South Dakota
 Edwin C. Hoag, San Juan Union High, Fair Oaks, California
 Mrs. Elsie Keene, Robinson Seminary, Exeter, New Hampshire
 Mrs. Irena Kizer, High School, Medora, Illinois
 Mrs. Althea P. Laurito and Mrs. Louise K. Westrick, High School, Barnesboro, Pennsylvania
 Edna Lewis, High School, Elgin, Illinois
 Hester J. McKee, Community High, Scott City, Kansas
 Lois McLean, High School, Orleans, Indiana
 Ellen M. Miller, Hesston College and Bible School, Hesston, Kansas
 Mrs. Vera Mobley, High School, Tifton, Georgia
 Mother Marie Dymphna, St. Mary's Commercial High, Christiansted, St. Croix, Virgin Islands
 Eldon Naffziger, High School, Palatine, Illinois
 Walter L. Naiman, Union High, Manteca, California
 Joan Nason, Menno Union High, Belleville, Pennsylvania

Mrs. Ruth Owen, High School, Maysville, Missouri
 Lorraine Paulick, Union High, Molalla, Oregon
 Ida G. Payzant, St. Euphrasia's School, Seattle, Washington
 Carl H. Peterson, High School, Ecorse, Michigan
 Paul Phillips, High School, Parkersburg, Iowa
 Catherine Reep, High School, Woodbine, Iowa
 Mrs. Catherine K. Sayer, High School, Leadville, Colorado
 Sr. Alvara, St. Joseph High, Le Mars, Iowa
 Sr. Catharine Anita, Our Lady Queen of Peace High, North Arlington, New Jersey
 Sr. Francis John, St. Catherine Academy, Newport, Rhode Island
 Sr. Isabelle Marie, Marymount College, Salina, Kansas
 Sr. Joan Therese, St. Louis High, Webster, Massachusetts
 Sr. Joseph Marie, American Dominican Academy, Havana, Cuba
 Sr. Lawrentia, St. Elizabeth High, Detroit, Michigan
 Sr. Loretta, Sacred Heart High, Springfield, Massachusetts
 Sr. M. Alban, St. Augustine School, Laredo, Texas
 Sr. M. Alexius, Edgewood High, Madison, Wisconsin
 Sr. M. Beata, St. Francis de Sales School, McKees Rocks, Pennsylvania
 Sr. M. Borromeo, Lourdes Academy, Cleveland, Ohio
 Sr. M. Carmel, St. Joseph Catholic High, St. Joseph, Michigan
 Sr. M. Dionysia, Holy Trinity High, New Ulm, Minnesota
 Sr. M. Elfrida, St. Mary Central High, Carlyle, Illinois
 Sr. M. Emeria, Presentation High, St. John's, Newfoundland, Canada
 Sr. M. Francois de Jesus, St. Paul's High, Norton, Vermont
 Sr. M. Helena, Holy Rosary Commercial School, St. Stephen,

New Brunswick, Canada
 Sr. M. Imelda, St. Patrick's Convent, St. John's, West Newfoundland, Canada
 Sr. M. Isabelle of Jesus, St. Andre High, Biddeford, Maine
 Sr. M. Margaret Philomene, St. Elizabeth's Commercial School, Baltimore, Maryland
 Sr. M. Margareta, St. Mary's High, New England, North Dakota
 Sr. M. of St. Anne, St. Rose High, Portland, Oregon
 Sr. M. Therese-Alma, Public High, Marcelin, Saskatchewan, Canada
 Sr. M. Yvette, St. Anthony High, New Bedford, Massachusetts
 Sr. Margaret Bernadette, Hallahan Catholic Girls High, Philadelphia, Pennsylvania
 Sr. Maria of the Trinity, Presentation of Mary Academy, Hudson, New Hampshire
 Sr. Mary Amosilia, St. Joseph Academy, Stevens Point, Wisconsin
 Sr. Mary Boniface, St. Basil Academy, Philadelphia, Pennsylvania
 Sr. Mary Joachim, St. John High, North Cambridge, Massachusetts

■ **Blue Seal Certificate Winners — Teachers entering clubs that scored between 215 and 249 points out of a possible 300:**

Ruby A. Agnew, Union High, Milton Junction, Wisconsin
 Helen Amagost, Redbank Valley High, New Bethlehem, Pennsylvania
 Mrs. Ethel M. Bolling, High School, Estes Park, Colorado
 Bernice Bricker, High School, Nowata, Oklahoma
 Don Brooksher, High School, Hooker, Oklahoma
 Bro. James McCaffrey, Chaminade College Academy, Clayton, Missouri
 Chelsea E. Brown, High School, Memphis, Missouri
 Lester D. Brown, High School, Rising Sun, Indiana
 M. H. Browne, St. Croix Commercial College, St. Stephen, New Brunswick, Canada
 Mrs. Elsie Clementson, Grant Union High, Del Paso Heights, California
 Mrs. Helen Cole, Senior High, New Braunfels, Texas
 Mrs. Lee Cork, Carter County High, Ekalaka, Montana
 Liberty Costas, Penn Township High, Verona, Pennsylvania
 June Dickson, Moore High, Farmer City, Illinois
 Mrs. H. E. Diddle, High School, Helena, Oklahoma
 Mrs. Ruth Dixon, High School, Toppenish, Washington
 Dr. Alma Driscoll, Driscoll Institute of English, Quebec City, Quebec, Canada
 Reginald C. Esteo, Union High, Yuba City, California
 James J. Figge, High School, Pipestone, Minnesota
 Mrs. Frances L. Folsom, Chase County High, Imperial, Nebraska
 Stanley J. Franklin,

Sr. Mary Louise, Catholic Central High, Fort Madison, Iowa
 Sr. Mary Maedalen, Immaculate Conception Business School, Charleston, South Carolina
 Sr. Mary Monique du Rosaire and Sr. Mary Rose Paulina, St. Ann's Academy, Montreal, Quebec, Canada
 Sr. Mary of St. Felicia, Collier High, Wickatunk, New Jersey
 Sr. Mary of St. Verda, St. Anthony School, Manchester, New Hampshire
 Sr. Mary Verona, Mt. St. Mary Academy, Fall River, Massachusetts
 Sr. Pirmin, Guardian Angels High, Chaska, Minnesota
 Lillian Starkey, East High, Akron, Ohio
 Mrs. Wilna Swearingen, High School, Winchester, Ohio
 Wesley F. Warner, Northbridge High, Whitinsville, Massachusetts
 Irven S. Wengert, High School, Ketchikan, Alaska
 Irene A. Wimmer, High School, Rosemount, Minnesota
 Mrs. Wayne Winfrey, The School of the Ozarks, Point Lookout, Missouri

Jones Commercial High, Chicago, Illinois
 C. E. Galley, Oakwood College, Huntsville, Alabama
 Yolanda Giammatteo, High School, Ambbridge, Pennsylvania
 Harold E. Gloff, High School, Peekskill, New York
 Alma Haehn, High School, Council Grove, Kansas
 Glenn Y. Hamada, Kaimuki High, Honolulu, Hawaii
 Roma Hartman, Community High, Pleasant Plains, Illinois
 Mrs. Helen Herlitz, Community High, Beecher, Illinois
 Mary A. Hoagland, Pershing County High, Lovelock, Nevada
 Daniel I. Ilg, Taylor High, North Bend, Ohio
 Mrs. Fletcher Jackson, Jr., High School, Macon, Mississippi
 Elmore Jenks, Morrisville-Eaton Central School, Morrisville, New York
 Spencer S. Josephs, Silver City Occupational High, Christobal, Canal Zone
 Helen Kamerzell, High School, Laurel, Montana
 Mrs. Jessie Kerr, High School, Easton, Pennsylvania
 Mrs. Nora Kirk, High School, Leon, Iowa
 Ervin Knuth, Lutheran High, Milwaukee, Wisconsin
 Anna Kretschmar, High School, Arlington, Washington
 Esther Kriewald, Senior High, Merrill, Wisconsin
 Martha A. Lefebvre, High School, Somersworth, New Hampshire
 Emma J. Liggett, High School, Wellington, Missouri
 Mrs. R. R. Littrell,

High School, Princeton, Texas
 Jane Lusk, Gadsden High, Anthony, New Mexico
 E. Lyle Magre, Fulton Township High, Perinton, Michigan
 Mrs. J. L. Manwaring, Community High, Martinsville, Illinois
 Beth McCaughey, Union High, Rifle, Colorado
 Dorothy Michael, Mission High, Ganado, Arizona
 Leo S. Miller, Indiana Central College, Indianapolis, Indiana
 Betty S. Mintz, High School, Gastonia, North Carolina
 Virginia Moan, Community High, Harvard, Illinois
 Mother Fidelis, St. Patrick's High, Providence, Rhode Island
 Mother Gregory, Marquette High, Alton, Illinois
 Mother Mary Leona, St. Patricks Commercial High, Fredericksted, St. Croix, Virgin Islands
 Melbourne Nelson, High School, Burlington, Kansas
 Mrs. James G. Nunn, High School, Montpelier, Indiana
 Luther S. Olson, Camrose Lutheran College, Camrose, Alberta, Canada
 Germaine M. Perrault, Bellows Free Academy, St. Albans, Vermont
 Goldie E. Pitney, High School, Waverly, Illinois
 Mrs. Gloria G. Pons, High School, Morganton, North Carolina
 Elizabeth Raymer, High School, Reardan, Washington
 Merta L. Reed, High School, St. Charles, Michigan
 Elizabeth Rounsaville, High School, Malden, Missouri
 Alice Rozmiarek, High School, Elmwood, Wisconsin
 Genevieve L. Ruby, High School, Iliion, New York
 Edward V. Rykowski, High School, Fairview, Missouri
 Frances E. Saunders, Lakeview High, Winter Garden, Florida
 Winnie T. Scott, High School, Abilene, Kansas
 Edward D. Shaffer, Shade Township High, Cairnbrook, Pennsylvania
 Lily Shang, Jay High, Chisholm, Maine
 Mary Glee Sharpe, High School, Fairfield, Alabama
 Sr. Anna Mary and Sr. Margaret de Sales, Cathedral High, Denver, Colorado
 Sr. Cornelia, Elizabeth Seton High, Pittsburgh, Pennsylvania
 Sr. Jean Teresa, St. Charles High, Lebanon, Kentucky
 Sr. Julia Anne, St. Michael High, Jersey City, New Jersey
 Sr. Loretta Marie, St. Bernard High, West Newton, Massachusetts
 Sr. Lucille Marie, Cardinal Stritch High, Chicago, Illinois
 Sr. Lucy Ignatia, St. Mary School, Jackson, Michigan
 Sr. M. Adeline, St. Joseph's Commercial School, Peru, Illinois
 Sr. M. Amabilis, St. John High, Canton, Massachusetts
 Sr. M. Baptiste, Aquinas

High, La Crosse, Wisconsin
 Sr. M. Christine, St. Mary's High, Cheyenne, Wyoming
 Sr. M. Elisabeth, Good Counsel Academy, Mankato, Minnesota
 Sr. M. Francella, Sacred Heart High, Chicago, Illinois
 Sr. M. Francis Clare, St. Procor High, Cleveland, Ohio
 Sr. M. Gerard, St. Joseph Academy, Tipton, Indiana
 Sr. M. Henriette-de-Jesus, St. Mary Academy, Island Pond, Vermont
 Sr. M. James Joseph, Cathedral High — St. Joseph Branch, New York, New York
 Sr. M. Josephine, St. Joseph's Academy, Crookston, Minnesota
 Sr. M. Leonarda, St. Dominic Academy, Jersey City, New Jersey
 Sr. M. Lilliana, Slovak Girls Academy, Danville, Pennsylvania
 Sr. M. Marcelle, Therese, Our Lady of the Mountains Academy, Gorham, New Hampshire
 Sr. M. Ricarda, Our Lady of Victory Business School, Mt. Vernon, New York
 Sr. M. Rita Elizabeth, The Assisium, New York, New York
 Sr. M. St. Francis of Anney, St. Martin High, Somersworth, New Hampshire
 Sr. M. St. Gerard, St. Mary, Star of the Sea, Baltimore, Maryland
 Sr. M. St. Michael, Catholic High, Townson, Maryland
 Sr. M. Virgilia, St. Hedwig High, Detroit, Michigan
 Sr. Mary Clarinda, St. Agnes High, Los Angeles, California
 Sr. Mary Dorothea, Immaculate Conception High, Cedar Rapids, Iowa
 Sr. Mary Ernestine, St. Angela Academy, Montreal, Quebec, Canada
 Sr. Mary Ethelreda, Holy Family School, Tulsa, Oklahoma
 Sr. Mary Gregory, St. Mary's Academy, Ogdensburg, New York
 Sr. Mary James, St. Martin's High, Cascade, Iowa
 Sr. Mary Joan, St. Peter Business School, Philadelphia, Pennsylvania
 Sr. Mary Jude, St. Boniface Business School, Philadelphia, Pa.
 Sr. Mary Leo, SS. Peter and Paul School, Boonville, Missouri
 Sr. Mary Matilda, St. Patrick's Academy, Washington, D. C.
 Sr. Mary Mercy, St. Mary's Academy, Devil's Lake, North Dakota
 Sr. Mary Petrus, Immaculate Conception Academy, Davenport, Iowa
 Sr. Mary Pius, Mary Immaculate Academy, New Britain, Connecticut
 Sr. Mary Placide, St. Simon School, Ludington, Michigan
 Sr. Mercedes, St. Benedict's Academy, Pittsburgh, Pennsylvania
 Sr. St. Eustelle-Marie, St. Roch's Convent, Quebec, Quebec, Canada
 Srs. of St. Francis, Holy Trinity School, Winsted, Minnesota
 Sr. Therese Marie, St. Joseph High, Natrona, Pennsylvania

Sr. Therese Martina, St. Gregory's School, Dorchester, Massachusetts
 Sr. Ursula Maria, Little Flower Catholic High for Girls, Philadelphia, Pennsylvania
 Sr. Victoria, Nazareth Public School, Nazareth, Texas
 Sr. Xaveria, Josephinum High, Chicago, Ill.
 Otto Steingraber, High School, Burlington, Wisconsin
 Mrs. Irena Szewiola, Union Free High, Montello, Wisconsin
 Harry Tawrow, Senior High, Lockport, N.Y.

■ **Individual Student Winners** — Those awarded Superior OBE pins in recognition of the excellence of their work include the following (with the name of the teacher in *italics*).

ALABAMA

Avie Dickie, High School, Albertville — Mrs. Ivalene Buckelew
 Louis E. Jenkins, Oakwood College, Huntsville — C. E. Galley

ALASKA

Alice Olin, High School, Ketchikan — Iruen S. Wengert

ARIZONA

LaVerne Adams, Mission High, Ganado — Dorothy Michael

ARKANSAS

Jeanine Wright, High School, Manila — Mrs. Bernece Bullard

BRITISH GUIANA

F. Pereira, Williams Business School, Georgetown — F. G. Pereira

CALIFORNIA

Dorothy Calonder, High School, Covina — Milton W. Thorn
 Rosa Coronado, San Juan High, Fair Oaks — Edwin C. Hoag
 Elita Wehry, St. Agnes High, Los Angeles — Sister Mary Clarinda
 Katherine McMillin, High School, Manteca — W. L. Nauman
 Sandra Emerson, Union High, Yuba City — Reginald C. Estep

CANADA

Jeanine LeBlanc, Gaucher Commercial College, Asbestos, Quebec
 Shirley Fairbrother, Crescent Heights High, Calgary, Alberta — R. B. Floren-dine
 Nola Thompson, Lutheran College, Camrose, Alberta — Luther Olson
 Patricia Gannon, St. Mary's School, Ladysmith, British Columbia — Sister Joseph Margaret
 Nadja E. Dargin, High School, Marcellin, Saskatchewan — Sister M. Therese-Alma
 Veronica Beauvais, St. Angela Academy, Montreal, Quebec — Sister Mary Ernestine
 Frances Stulginski, St. Gabriel's Academy, Montreal, Quebec — Sister Mary St. Ina
 Lyla Solberg, High School, North Vancouver, British Columbia — N. F. Smith
 Angeline Shewchuk, High School, Peace

Mrs. G. A. Thomas, High School, Stark City, Missouri
 Eleanor J. Thompson, High School, Raymond, Illinois
 Michael Ukrainetz, High School, Peace River, Alberta, Canada
 Mrs. Kathryn Vaughn, High School, Kinsley, Kansas
 Mrs. Vergal A. Winn, High School, Sidney, Nebraska
 Naomi E. Winter, Gesu High, Miami, Florida
 Rose M. Wolohojian, High School, Bridgewater, Massachusetts

ALABAMA

River, Alberta — M. Ukrainetz
 Lorraine Poulin, Driscoll Institute of English, Quebec City, Quebec — Dr. Alma Driscoll
 Gilbert Desrosiers, St. Roch's Convent, Quebec City, Quebec — Sister Saint Eustelle-Marie
 Mary Murphy, Presentation High, St. John's, Newfoundland — Sister M. Emeria

CANAL ZONE

Judith Amedee, Silver City High, Cristobal — Spencer S. Josephs

COLORADO

Carmen Vigil, High School, Antonito — Sister M. Brigida
 Margaret Junk, Cathedral High, Denver — Sister Anna Mary
 Virginia Baker, High School, Estes Park — Ethel M. Bolling
 Joan McDermed, High School, Platteville — Mrs. Lorena Werts

CONNECTICUT

Andrea Roderick, Mary Immaculate Academy, New Britain — Sister Pius
 Kiv Tuz, High School, New Milford — Lorraine Rakowski
 Mary Illy, Sacred Heart High, Waterbury — Sister M. Anne Joseph

CUBA

Celia Roqueta, American Dominican Academy, Havana — Sister Joseph Marie

DISTRICT OF COLUMBIA

Suzanne M. Bell, St. Patrick's Academy, Washington — Sister M. Matilda

FLORIDA

Maryann Stockdale, High School, Gainesville — Mrs. Naomi Stevens
 Samuel R. Clark, Business University of Tampa, Tampa — C. Fernstrom and M. L. Sherry
 Marjorie Daniel, Lakeview High, Winter Garden — Francis Saunders

GEORGIA

Dudley Horton, Putnam County High, Eatonton — Mrs. Robert Rainey

HAWAII

Aiko Matsuda, High School, Laupahoehoe — Ethel Sato

IDAHO

Joan Buckley, St. Teresa's Academy, Boise — Sister Josephine Marie

ILLINOIS

Beverly Barnes, Marquette High, Alton — Mother Gregory
 Ethel Mae Grove, High School, Ashley — Mrs. Eva K. Hooper
 Elizabeth Ann Rowe, St. John's High, Carrollton — Sister M. Carmelita
 Deanne Drake, Cardinal Stritch High, Chicago — Sister Lucille Marie
 Marie Becka, Lourdes High, Chicago — Sister Mary Aloisian
 June Fredericks, Jones Commercial High, Chicago — Mr. Franklin
 Ellen Roche, Sacred Heart High, Chicago — Sister M. Francella
 Donann Boothby, High School, Elgin — Edna Lewis
 Gary Abraham, Moore High, Farmer City — June Dickson
 Carol Schneider, High School, Galva — Juell Duren
 Sharon Connell, Providence High, Joliet — Sister Mary Christine
 Shirley Plogger, High School, Medora — Irena Kiser
 Helen Riley, Community High, Morris — Orville M. Piehn
 Barbara Weichmann, Township High, Palatine — Eldon Naffziger
 Joan Schullian, Notre Dame High, Quincy — Sister M. Margit
 Pauline Dexheimer, High School, Raymond — Eleanor Thompson
 Mary B. Crossman, Allman High, Rock Island
 Patti Ann Davis, High School, Waverly — Goldie E. Pitney
 Mary Ann Twitt, High School, Windsor — Jeanette Norman

INDIANA

Marlene Baier, High School, Hobart — Mrs. Houston
 Beverly Stalker, High School, Orleans — Lois McLean
 Mary Jane Gibson, High School, Rising Sun — Lester D. Brown
 Ruth Ellen Evans, Center School, Selma — Mrs. Mary Etta Sutton
 Judy Bolinger, St. Joseph's Academy, Tipton — Sister M. Gerard

IOWA

Lavonne Rock, High School, Avoca — Mrs. Robert Bender
 Madonna Vonnahme, Our Lady of Mt. Carmel School, Breda — Sister M. Marcia
 Lois Jirak, Notre Dame High, Cresco — Sister M. Alcantara
 Kathleen Hart, Immaculate Conception Academy, Davenport — Sister Mary Petrus
 Margie Kempku, Catholic Central High, Fort Madison — Sister Mary Louise
 Julia Fay, St. Patrick's High, Iowa City — Sister Mary Leonarda
 Marlene Knelp, St. Joseph High, Le Mars — Sister Alvara

KANSAS

Dotty Schmutz, High School, Abilene — Winnie T. Scott
 Maxine Downey, Windthorst High, Bellefont — Sister M. Amanda
 Mary Karr, High School, Burlington — M. E. L. Bourne
 Wilma Schmidt, High School, Council Grove — Alma Haehn
 Hope Kauffman, Hesston College and Bible School, Hesston — Ellen M. Miller
 Elaine Wiese, High School, Hunter — Martha Gengler
 Phyllis Westphall, High School, Kinsley — Mrs. Kathryn Vaughn
 Norma Dupuy, High School, Neodesha — Ruth Kouts
 Jean Walter, Marymount College, Salina — Sister Isabelle Marie
 Phyllis Holmberg, Rural High, Tonganoxie — Flora Hessel
 Helen Bolt, High School, Vall-v Center — Eleanor Patrick

KENTUCKY

Hazel Mae Cecil, St. Charles High, Lebanon — Sister Jean Teresa

LOUISIANA

Betty J. Smith, High School, Rayville — I. S. Upchurch

MAINE

Kenton Steward, Bliss Business College, Lewiston — Basil W. Sequin
 Gilda Flood, High School, Norwau—Mildred O. McAllister

MARYLAND

Janet McDonald, St. Elizabeth's Commercial School, Baltimore — Sister M. Margaret Philomene
 Peggy Kunkel, Catholic High, Towson — Sister M. St. Michael

MASSACHUSETTS

Barbara Ansaldo, High School, Amherst — Irene E. Hale
 Barbara Macaluso, St. John High, Canton — Sister M. Amabilis
 Marie Souza, Mt. St. Mary Academy, Fall River — Sister M. Verona
 Beatrice DuBois, St. Anne's High, Lawrence — Sister Marie Annunciata
 Claudette Bourgeois, St. Anthony High, New Bedford — Sister M. Yvette
 Shirley Feeney, St. John High, North Cambridge — Sister Mary Joachim
 Dorothy Czernastek, St. James High, Salem — Sister Florence Louise
 Marcia La Broad, Sacred Heart High, Springfield — Sister Loretta
 Eileen Mrazik, St. Louis High, Webster — Sister Joan Therese

MICHIGAN

Ted W. Froesch, Southwestern High, Detroit — C. A. Benson
 Beverly Thomas, High School, Ecorse — C. H. Peterson
 Sally Wurl, St. Simon School, Ludington — Sister Mary Placide
 Robert Steltman, St. Joseph Catholic High, St. Joseph — Sister M. Carmel

MINNESOTA

Eloise Miller, Consolidated School, Bertha — Caryl Wagle
 Carole Peterson, Washington High, Litchfield — Eileen Seabloom
 Annette Huberty, Good Council Academy, Mankato — Sister M. Elisabeth
 Carol Werner, Holy Trinity High, New Ulm — Sister M. Dionysia

MISSISSIPPI

Patricia Culpepper, High School, Macon — Mrs. Fletcher Jackson, Jr.

MISSOURI

Florence Herigon, SS. Peter and Paul, Boonville — Sister Mary Leo
 Walter White, Cham-inade College, Clayton — Bro. James McCaffrey
 Barbara Pine, High School, Gallatin — Gene T. Eaton
 Harley Mattox, High School, Hale — Clara Welch
 Berniece Tallman, High School, Lancaster — Elsie Deutschmann
 Lillian Burton, High School, Martinsburg — Mrs. Clara Paxon
 Willa Ann Reeves, High School, Maysville — Ruth Owen
 Joan Hinds, High School, Memphis — Chelsea E. Brown
 Elizabeth Wacker, High School, Owensville — Violet Schaeperkötter
 Linda Johnston, High School, Smithton — Mrs. John Allen

MONTANA

Shirley Adams, High School, Laurel — Helen Kamerzell

NEBRASKA

Agnes McCoy, St. Mary's Cathedral High, Grand Island — Sister M. Rudolph
 Patricia Almqvist, Senior High, Grand Island — Alberta Friedrichs
 Gwenne Einspahr, Chase County High, Imperial
 Betty Blaha, High School, Ord — Mrs. Helen Kokes
 Jeanette Kilzer, High School, Walthill — Gladys Hartwell

NEVADA

Jack Easter, Pershing County High, Lovelock — Mary Hoagland

NEW HAMPSHIRE

Mary Haley, Robinson Seminary, Exeter — Mrs. Elsie M. Keene
 Louise Cormier, Our Lady of the Mountains Academy, Gorham — Sister M. Marcelle-Therese
 June Dubois, St. Martin High, Somersworth — Sister Francis

NEW JERSEY

Katherine Schaad, North Hunterdon Regional High, Annandale — Louis E. Young
 Eileen F. Monetti, St. Rose High, Belmar — Sister Mildred Marie
 Gloria Di Sturco, Our Lady Queen of Peace High, North Arlington
 Donna Dolegowski, High School, North Plainfield — Marion Campbell

Maryann Wronski, Abraham Clark High, Roselle — D. Whitenak
 Ida Luiz, Collier High, Wickatunk — Sister Mary of St. Felicia

NEW MEXICO

Ruben Natividad, Gadsden High, Anthony — Jane Lusk

NEW YORK

Barbara Dunton, Canandaigua Academy, Canandaigua — Miss D. R. Stier
 Cornelius T. Flaherty, Elmira Reformatory, Elmira — A. O. Winfield
 Mary Ann Krysinski, Immaculate Academy, Hamburg — Sister M. Terentia
 Concetta Turco, Senior High, Lockport — Harry Tawrow
 Leona Koehler, Central School, Morrisville — Elmore Jenks
 Martha J. Schmidt, O. L. V. Business School, Mt. Vernon — Sister M. Ricarda
 Ann M. Gray, The Assisium, New York City — Sister M. Rita Elizabeth
 Kathleen Byrne, St. Joseph High, New York City — Sister James Joseph
 Diane Prozzillo, St. Pius Commercial High, New York City — M. McCauley
 Marilyn Morley, St. Mary's Academy, Ogdensburg — Sister Mary Gregory
 Florence Farrell, High School, Ossining — Mrs. Priscilla H. Ewing
 Gloria Incremona, High School, Peekskill — Harold E. Gloff
 Joyce Stuck, Central School, Richburg — Mrs. Evelyn Aldrich

NORTH CAROLINA

Betty Hulsey, High School, Gastonia — Betty S. Mintz
 Pearl Justice, High School, Morganton — Mrs. Gloria G. Pons

NORTH DAKOTA

Dolores Heit, St. Mary's Academy, Devils Lake — Sister M. Mercy
 Eunice M. Lee, High School, Glenburn — Amy Hoiland
 Donna Gartner, St. Mary's High, New England — Sister M. Margaret

OHIO

Audrey Creeger, Hope-well-Loudon School, Bascom — Mrs. Walter Kelbley
 Theresa Angers, Lourdes Academy, Cleveland — Sister M. Borromeo
 Rachel Ann Yeasting, Harris-Elmore High, Elmore — Kathleen Soenichsen
 Mary Nicolosi, St. Mary High, Marion — Sister Maria Michael
 Dorothy Barnhill, Olive-Orange High, Tupper Plains — Bonnie Brown
 Ruth Earnhart, High School, Waynesville — Florence M. Foxbowler
 Anna R. Gulick, High School, Winchester — Mrs. Wilna Sweur-ingen

OKLAHOMA

Delbert King, High School, Helena — Mrs. H. E. Diddle
 Lois J. Moore, High School, Nowata — B. Bricker

Hannah Wahl, High School, Okeene—Mrs. Leo Laubach
Kelly Jo Queen, Cecil's Business College, Spartanburg—Wayne Huff

OREGON

Leta Dennis, Nestucca Union High, Clatskanie—Mrs. Laura K. Orser
Carol Wyatt, High School, Eagle Point—Ollie Frydenlund
Naomi O'Connor, Union High, Molalla—Lorraine Paulick
Patricia Geschwill, Mt. Angel Academy, Mt. Angel—Sister Jocine
Laura Warren, St. Rose High, Portland

SOUTH DAKOTA
Carolyn Peterson, High School, Alcester—Gladys Torney
Jan Liston, High School, Plankinton—Ella H. Hilkemeier
Janet Sandner, St. Mary's High, Salem—Sister Mary Vincent
Marlene L. Hochstein, Mount Marty High, Yankton—Mrs. Ruth Donohoe

TEXAS

Eduardo de la Garza, St. Augustine School, Laredo—Sister M. Albus
Ruby Elzey, High School, Linden
Evelyn Stark, High School, Nazareth—Sister Victoria
Lorine Meckel, Senior High, New Braunfels—Mrs. Helen Cole

VERMONT

Hubert Maroney, St. Mary Academy, Island Pond—Sister M. Henriette-de-Jesus
Agnes Masse, St. Paul's High, Norton—Sister M. Francis de Jesus
Renee Valce, Bellows Free Academy, St. Albans—Germaine Perrault

VIRGIN ISLANDS

Rita M. Gibbs, St. Mary's Commercial High, Christiansted, St. Croix—M. M. Dymdhna

VIRGINIA

Betsy Jo Wood, High School, Hopewell—Mrs. Betty C. Waring

WASHINGTON

Marilyn Oberkotter, High School, Arlington—Anna Kretschmar
Jois Lorentzen, Senior High, Auburn—Mrs. Katherine Elliott
Charmaine Nissen, St. Euphrasia's School, Seattle—Ida G. Payzant
Kay Smith, Central Kitsap High, Silverdale—W. G. Wilson
Regina Coleman, Marycliff High, Spokane—Sister M. Alice
Marie McMahon, High School, Tonpenish—Mrs. Ruth Dixon

WEST VIRGINIA

Charles Fox, High School, Parkersburg

WISCONSIN

Pat Hartfield, High School, Elmwood—Alice A. Rozniarek
Shirley Johnson, Aquinas High, La Crosse—Sister M. Baptiste
Judy Edwards, High School, Lake Mills—Mrs. Iris Lange
Anne Lemberger, Edgewood High, Madison—Sister M. Alexius
Barbara Johnson, High School, Marinette—Irma Berner
Loretta Galipeau, Senior High, Merrill—Ester Krickwold
Jane Bliefnick, High School, Montello—Mrs. Irene Szweciola

WYOMING

Blen Gonzales, St. Mary's High School, Cheyenne—Sister M. Christine

THE PROVIDENCE-ACME CORPORATION

2600 FIFTEENTH AVENUE WEST, SEATTLE, WASHINGTON

June 31, 1952

1

2 Brown Manufacturing Co.
3 743 E. 86th Street
4 Chicago 11, Illinois

5 Dear Sir:

6 Attention: Byer of envelopes, letterheads, statements and bill-heads.

7 It will take you just two minute to read this letter, full in the
8 enclosed card and toss it into your outgoing mail basket. That is all
9 you need do to receive our new 1952 comprehensive 60-pages catalogue,
10 which is packed with moneysaving and business getting values. It is
11 easy to read and easy to order from.

12 We have an envelope for every purpose: regular business envelopes,
13 window envelopes that save addressing time, printed returned envelopes
14 for quicker responses, postagesaver envelopes for economical mailing of
15 advertising matter, and printed business-reply envelopes that discourage
16 orders and boost replies because the customer does not have any postage
17 to pay.

18 Our envelopes are available in two sizes: No. 6 (6 1/2 x 4 1/2) and
19 No 10 9 1/2 x 4 1/2.) Four prices on these in quantity lots, we refer
20 you to our catalogue, which will be mailed to you immediately on receipt
21 of your request card.

22 The Providence Acme Corporation business stationery is printed to your
23 specifications on a good grade of paper stock. When ordering state size
24 desired. We have the following available for delivery within 1 week.

25 Letterheads 8 1/2"x11" Bill-heads 8 1/2" x 5 1/2" statements 5 1/2"x8 1/2"

26 The catalogue carries rates on these stock item, and we shall be
27 glad to quote you on any special sizes or forms that you want made to
28 your individual requirements.

29 Over 7000 business organisations such as yours have found in us a
30 dependable and economical source for satisfying there stationary needs.
31 We should like to supply you too and shall be glad to handle your orders
32 on open account.

33

Very Truly Yours,

James Milton
James Milton, president

34 MJ:ls

Key to World's Worst Transcript

1. (1) June 30, not June 31.
2. (2) Company, not Co.
3. (3) East, not E. (Note that the th after 86 is optional.)
5. (4) Gentlemen, not Dear Sir.
6. (5) Transpose Attention line above salutation; (6) Buyer, not Byer; (7) capitalize Envelopes, Letterheads, Statements, and Billheads; (8) insert comma after Statements; (9) Billheads, not bill-heads; (10) delete period at end of line.
7. (11) minutes, not minute; (12) fill, not full.
8. (13) Insert comma after card.
9. (14) 60-page, not 60-pages.
10. (15) Insert hyphen between business and getting.
12. (16) purpose, not perpose; (17) leave two spaces after colon.
13. (18) addressing, not addresing;
- (19) return, not returned.
14. (20) postage-saver, not postagesaver; (21) economical, not economicul.
15. (22) encourage, not discourage.
18. (23) Leave two spaces after colon; (24) use fraction key, which is on your typewriter, for 6 1/2 x 4 1/2, instead of constructing these fractions.

19. (25) No., not No; (26) insert opening parenthesis before 9 1/2; (27) use fraction key for 9 1/2 x 4 1/2; (28) transpose period outside closing parenthesis; (29) For, not Four.

22. (30) Indent paragraph; (31) Providence-Acme, not Providence Acme; (32) stationery, not stationary.

23. (33) Insert comma after ordering.
24. (34) one, not 1; (35) colon, not period, after week.

25. (36) Indent this line left and right; (37) leave one space before and after the x in the measurement 8 1/2" x 11"; (38) Billheads, not Bill-heads; (39) Statements, not statements; (40) leave one space before and after the x in the measurement 5 1/2" x 8 1/2".

26. (41) items, not item.
27. (42) special, not specail.
28. (43) individual, not individuel;
(44) requirements, not requirments.

29. (45) 7,000, not 7000; (46) organizations, not organisations.

30. (47) dependable, not dependable; (48) economical, not economicul; (49) their, not there; (50) stationery, not stationary.

31. (51) Insert commas before and after too.

33. (52) Very truly yours, not Very Truly Yours.

34. (53) Dictator's initials are JM, not MJ; (54) President, not president; (55) Type Enc. under dictator's and typist's initials.

WE Got More Speed and Accuracy on Electrics, TOO

EDNA M. BOYD

Dorsey High School
Los Angeles, California

■ **But Different from the Others**—Like other teachers, I have followed closely the published reports about the achievement of students trained on electric typewriters. We have used electrics in our school, too; and our results confirm those of other schools. We find that electric students *do* achieve more than manual students. Both electric and manual students *do* find it easy to transfer their skill to the other machine. Virtually all students *are* enthusiastic about electrics.

• *The accompanying graph* dramatizes the relative achievement of electric and manual students in our experimental study. As you will see:

1. Electric students consistently averaged fewer errors.

2. Despite an initial handicap occasioned by a late start, electric students soon overtook and passed the achievement of the manual operators. Indicative of the higher achievement of the electric students is the fact that their final average *net* speeds on five-minute tests exceeded the final average *gross* speeds of the manual operators.

3. Switching machines near the end of the course slowed the growth rate of the electric students (see last portion of graph) but spurred the growth rate of the manual students.

• *But our experiment differed* in many regards from others in the nationwide series of pilot studies sponsored by IBM, and so it is worthy of reporting.

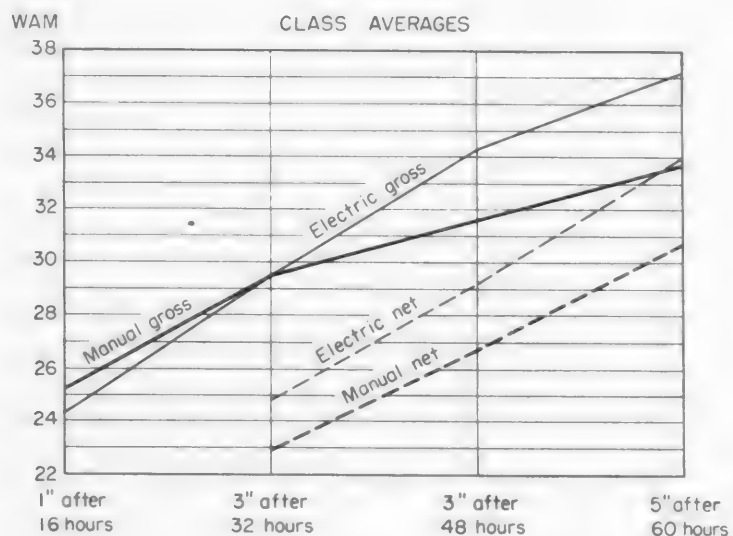
■ **How Our Study Differed**—We were provided with 20 electric machines for use in the experiment. The machines were all in one room. We selected 20 pairs of students, matching them in so far as possible (on the basis of a questionnaire) as to age, grade, and previous experiences—if any—in typewriting. One group was assigned to the electrics; the other group was assigned to manual machines, in a different room. Both control groups were parts of larger classes; the students of neither group knew that any special attention was being focused on their achievement.

But, despite the care with which we established the pairs and kept records, many things—most of them the ordinary interferences that all teachers experience—complicated our efforts to make a genuine test of electric-versus-manual typewriters.

• *For one thing*, we conducted the



THESE high school students, taught on electric typewriters, achieved 10 per cent more in one semester than classmates on manual machines.



GRAPH shows average class achievement on timed writings on new copy. Note that electric students steadily widened the gap in net scores.

course during the spring semester. Every teacher knows how many interferences occur in the spring—class parties, career clinics, school picnics, special assemblies, changed schedules, head colds. We had an epidemic of virus last spring, and some of our control-group students missed as much as three weeks of class. One of our best electric students moved from the community.

• *For another thing*, our students in Typing I (particularly in the spring term) include students from all three

high school grades and some students whose only interest is in personal-use typing. Thus, when making our pairings for the control groups, we had 10A's, 10B's, 11A's, 11B's, 12A's, and 12B's in both groups and were not able to match grades perfectly—we had three more seniors in the manual group, for example. That would seem to represent an advantage for the manual group, but it turned out that the three lowest scores among the manual operators were made by these three seniors. The point is that the lack of homogeneity compli-

cated both the teaching and the experimental results.

In Dorsey High School, Typing I serves both as an introduction to the regular three-semester typewriting course and as a means of satisfying the city requirement that every student have a "handcraft"—in Los Angeles, typewriting may be considered a handcraft. Probably most of the eleventh and twelfth graders who take typing as a handcraft do so because they sincerely wish the skill for personal use.

The varying purposes and interests of the students are a complicating factor; our program of study for Typing I includes many personal-use applications not normally found in a beginning typing course, and the insertion of these extra materials is at the expense of time that would otherwise be directed toward higher skill building.

Thus, whereas others who have experimented with electric instruction have driven for a high level of basic skill, we did not make such a drive; we simply followed our regular Typing I program, letting the electric students demonstrate what superiority they had to offer without our teaching in such a way as to emphasize the advantage of electric.

• *Still another unusual circumstance* was the fact that many of our students had manual machines in their homes. We could not find 40 students, 20 for each control group, who had had no previous experience with typewriters. Nearly all our students said they had "tried" typewriters before coming to class, or "fooled around with a portable at home." We ended up with 10 students in the manual group who had machines at home and with 13 electric students who had manuals at home.

All the students were urged *not* to use their home manual machines for the first four weeks of the course. Thereafter, of course, the manual students had some advantage because they could—and some doubtless did—use their home machines for additional practice, whereas the electric students did not have electric machines available for extra practice. Our city system has positive standards for final grades—a score of 30 net words a minute on a five-minute test is required for a top (A) grade, for example—and this fact encourages students to make as much effort as possible to reach the standards. The manual students with manual machines at home had the opportunity for extra effort.

■ **Our Instructional Program**—Both control groups were parts of regular classes, in no way isolated.

• *The first few weeks* were devoted to learning the keyboard controls and developing basic skill. Manual students were given the standard counsel and supervision. Electric students were cautioned to keep their fingers hovering

above the home keys and to use a "soft touch," but otherwise they also were given standard counsel and supervision.

Our typical class period was divided into two parts—concerted group drill and individual production of application exercises. The group drills, with timed writings and related practice, took about 30 minutes; the rest of the period was spent in working at individual rates on block assignments. Students knew what exercises they would need to turn in, and they worked on them at their own rates, advancing from one application exercise to the next without awaiting group instruction.

• *In each class*, students were grouped by approximate ability. Our typewriter desks are arranged in pairs. Students of similar ability were seated together, in both manual and electric classes, partly to encourage competition and partly to provide reassurance.

• *From the fifth to the fifteenth week*, the time of the daily group drills was gradually lessened until, near the end of the course, only a few minutes a day were given to skill-building activities. Emphasis was placed on typing business letters, addressing envelopes, arranging simple tabulated material, preparing short reports, typing bibliographies, and so on. If the ten weeks devoted to teaching these applications had been used for drill on speed and accuracy, higher rates might have been obtained for both manual and electric operators.

• *Since students* had been kept on one make of machine for fifteen weeks, it was decided to arrange a switch—manual operators to electric and electric operators to manual—to last for one week. The students taught each other—a delightful experience they particularly enjoyed. They were happy to discover how easily they could operate the other machine.

■ **Outcomes of the Study**—In spite of all the complicating factors, the operators of the electric machines came out about 10 per cent ahead of the manual operators in average achievement on five-minute writings on new copy. That 10 per cent, when applied to a fixed grading standard, can be phenomenal.

• *The distribution* of scores on the final five-minute test, after 20 weeks (60 hours) of instruction, showed the following net (50-stroke penalty for each error) achievement:

Net Words a Minute	Manual	Electric
45 or more	1	1
40 to 44	2	3
35 to 39	1	2
30 to 34	6	8
25 to 29	6	4
Under 25	3	0
Number of students	19	18
Average net w a m for group	30.7	34.0

These achievements compare very satisfactorily with those previously published. Ewing had an average net for sophomore electric students (but at the end of 48 hours) of 32.7 words a minute, compared with our 34.0 words a minute (at the end of 60 hours).¹ Our manual operators were more successful than Ewing's (our 30.7, after 60 hours, compared with Ewing's 18.7 after 48 hours), possibly, however, because so many of our students were juniors and seniors and possibly because half of them had machines to use at home.

Not shown in the raw data of a table are such interesting observations about our students as the following:

1. On the final test, perfect papers were turned in by 9 electric operators and 4 manual operators.
2. The top score (46 w a m, with 1 error) was made by an electric operator.
3. The five lowest scores were made by manual operators.
4. Every electric operator grossed at least 30 words a minute.
5. The errors made by manual operators were scattered throughout the range of their scores; whereas, half the errors made by electric operators were on the papers of the four lowest electric students.

• *The cumulative accuracy record*, based on timed writings, shows the advantage of electric machines over manuals in this regard:

Hour of Course	Length of Timing	Emphasis on—	Average No. of Errors Manual	Average No. of Errors Electric
16	1 min.	gross	1.0	0.2
32	3 min.	net	2.0	1.4
48	3 min.	net	1.5	1.5
60	5 min.	net	1.7	1.6

• *The cumulative speed record*, based on the same timed writings, indicates three interesting facts:

1. The manual students started at a higher speed (a surprise), possibly because many of them had manual machines they used outside of class.
2. The electric students had caught up with the manual operators at the halfway mark (no surprise).
3. The week-long switch-over to manual machines slowed down the growth pace of electric operators; whereas, the switch-over to electric machines for the week stimulated the growth pace of manual operators.

Hour of Course	Length of Timing	Averages, Gross	Averages, Net
		Manual Elec.	Manual Elec.
16	1 min.	25.2	24.3
32	3 min.	29.5	22.9
48	3 min.	31.6	27.7
60	5 min.	33.7	30.7

■ **Conclusions from Our Study**—It seems to the writer that the Dorsey experiment offers several pertinent conclusions:

¹ Priscilla Ewing, "Results of Teaching Electric Typing," *BUSINESS EDUCATION WORLD*, May, 1951, page 436.

• *There can be no doubt that electric machines are superior instruments on which to learn to type. Even when used under circumstances far from optimum, the "machines come through."*

• *There need be no surprise when some manual operators do better than some electric operators, individual differences in ability and objectives being what they are.*

• *Electric typewriters contribute notably to both accuracy and speed—were one to pursue a training program with added attention given to basic accuracy and speed, instead of to application work, the contribution of electrics would be even more notable.*

• *Grading standards for typewriting students will probably have to be adjusted to take into account the genuine advantages accruing to students trained on electric machines.*

• *We can anticipate an average of about 35 net words a minute for one semester's training on electric typewriters. This is in sharp contrast to the average of 29.2 words a minute reported by Citron² for 1,135 first-year students, after about 150 periods of typing on manual machines.*

² Albert Citron, "Record of 1,135 First-Year Typing Students on a Five-minute Timing," *BUSINESS EDUCATION WORLD*, June 1950, page 520.

Business Education Service Wiped Out

■ **Washington, May 1**—Commissioner Earl McGrath, head of the U. S. Office of Education, announced today the end of the Business Education Service, for years the spearhead and administrative agency for Federally reimbursed D.E. programs and many other business education services.

• **Reason:** Congressional economy.

Two years ago Congress gave \$1.8 million for the D.E. program; last year that sum was halved to \$900,000. The current economy ax is splitting the sum again: The House has voted \$0 and the Senate has voted \$455,000. The final sum may be anywhere between \$0 and \$455,000. Onlookers are betting on \$250,000.

■ **Personnel**—The three field representatives of the Service (G. Henry Richter, Clyde Humphrey, and John Pope) and their functions have been transferred to the staff of Dr. Raymond Gregory, assistant commissioner for vocational education.

B. Frank Kyker, chief and director of the Business Education Service since its establishment many years ago, has not yet been reassigned.



Fourth in a Series by

DR. E. DANA GIBSON and LURA LYNN STRAUB

San Diego State College
San Diego, California

What Every Graduate Should Know

■ **Why Students Need a Basic Set of Skills and Knowledges**—Figuring machines of one type or another have long been studied in the business classroom. In spite of this fact, there are far too few of these machines in classroom use.

• *Figuring machines* are enjoying a bright new day in business offices, but they are, by and large, still in the dark ages in most schools. There are many limiting factors.

Machines cost money, and schools never have enough.

Many school authorities are not yet convinced of the need for types of machines other than typewriters.

Until recently, few teacher-training institutions have provided training on figuring machines, and so there have been few teachers capable of giving instruction on them; and, without trainers and without enthusiasts for business-machine instruction to "sell" administrators, the training program in figuring machines has languished.

It is small wonder that many manufacturers of figuring machines have developed training programs and placed them directly in the hands of business firms for their use in on-the-job training.¹

• *But every high school business graduate should know about calculating and bookkeeping machines—and know a great deal about them.* Business offices are mechanizing at a tremendous pace. Where only a simple adding machine was used formerly, highly complicated electric calculating machines

are now in operation—in the small as well as the large business office.

One of the authors was amazed when he purchased a piano in a small music store to find the office girl figuring the total cost, including the tax and down payment and monthly payments, all on her adding machine. These operations involved addition, subtraction, multiplication, division (by subtraction), percentage, and interest.

Just as one can say that "almost everyone who works in an office uses the telephone, typewriter, and duplicators," so can one say that "almost everyone who works in an office uses figuring machines." And, as the instance mentioned above indicates, even in retail stores many a salesperson and member of the auxiliary staff must use figuring machines, too.

Students planning on advanced business study find calculators of great value, too—in accounting classes, in statistics, in mathematics, in advanced clerical- and office-practice classes, and in many other ways. In every business college and university, the calculating-machines laboratory is a most popular work center. The time has come when we can say that high school business graduates *must* know the essentials of operating figuring machines.

■ **Basic Knowledges Required**—In pre-

¹ The "Rhythm-add" training program of the Monroe Calculating Machine Company is a case in point. See "You Should Know about 'Rhythm-add,'" *BUSINESS EDUCATION WORLD*, January, 1951, pages 230-232.

² Illustrations of these types of machines were provided on page 125 of the November, 1951, issue of *BUSINESS EDUCATION WORLD*.

paring a list of basic knowledges, it is recognized that the list cannot apply to all types of figuring and bookkeeping machines. For workability, the listings have been divided, one for the figuring machines and one for the bookkeeping machines. Again, it is recognized that these two lists will, of necessity, be too broad for all the machines included in each list. The reader is, therefore, asked to apply the following knowledges to each machine only so far as feasible, leaving out those knowledges specifically relating to other machines.

• **Figuring Machines.** Any high school machine program that purports to provide basic knowledge and skill should include one or more of each of the following types of machines: (1) full-keyboard adding machine, (2) ten-key adding machine, (3) rotary calculator, (4) printing calculator, and (5) key-driven calculator.²

ful whether or not the high school student ordinarily will need to know how to figure square root on a calculating machine.

• **Bookkeeping Machines.** Most high schools (other than the vocational type) have little need for complicated bookkeeping machines unless they are very commonly used in the school's employment-market area. However, there are a number of simple posting or accounts-receivable machines on the market, and an understanding of their basic principles of operation can be quickly acquired by a high school student. Knowledges for such a machine are:

- A. How to set tab bars
- B. How to position carriage
 - 1. For posting
 - 2. For entering opening balances
- C. How to collate forms
- D. How to operate feed mechanism
- E. How to make a pre-list
- F. How to post

- E. How to position the machine for most efficient use
- F. How to position body, arms, and copy in relation to proper machine position
- G. How to use efficiently the total, non-add, sub-total, and correction keys, if any
- H. How to use point-off devices effectively
- I. How to use carriage directional mechanism, if any
- J. How to use properly the lock and cut-off keys
- K. How to use effectively multiply levers, if any
- L. How to use properly the release mechanism, if any
- M. How to use efficiently automatic multiplication mechanism, if any
- N. How to use efficiently automatic division mechanism, if any
- O. How to operate most effectively the direct-subtraction key, if any
- P. How to operate clear keys, singly or in groups, for the most efficient and speedy operation

• **Bookkeeping Machines.** The skills a high school student should develop

About FIGURING and BOOKKEEPING Machines

As much as possible, these machines should be mechanized (electric). Increasingly, they are being mechanized in business, since electrically operated machines make for increased skill and knowledge, better operating technique, and faster learning progress.

- A. Addition
 - 1. Simple vertical and horizontal addition
 - 2. Grand total addition
 - 3. Subtotal, repeat, and non-add addition
- B. Subtraction
 - 1. Simple subtraction
 - 2. Mixed subtraction (addition and subtraction)
 - 3. Credit balance
- C. Multiplication
 - 1. Right-to-left multiplication
 - 2. Left-to-right multiplication
 - 3. Reverse, cross hand, and interposed multiplication
 - 4. Stroke-wheel multiplication
- D. Division
 - 1. Simple division by automatic machine method
 - 2. Subtraction method
 - 3. Reciprocal method
- E. Percentage
 - 1. Increase-decrease
 - 2. Proration
- F. Interest
 - 1. By table method
 - 2. By multiplication method
- G. Trade Discount
 - 1. Simple
 - a. By table method
 - b. By multiplication or subtraction method

There are many more areas of knowledge that could be studied, but these should be left for the advanced machine classes. For instance, it is doubt-

- 1. Insertion of journal sheet
- 2. Insertion of collated forms
- 3. Operation of keys necessary for debit or credit entry
- 4. How to position for
 - a. Opening entries
 - b. Additional entries
- 5. How to remove completed forms
- 6. How to set dater or dating mechanism
- G. How to use posting tray
 - 1. How to insert forms
 - 2. How to remove forms
- H. How to prove postings
- I. How to use paper-release mechanism
- J. How to use carriage-release lever

■ **Basic Skills Required**—While most of the knowledges listed here have skills inherent in them, there are a number of other skills that must be acquired. Anyone can insert a figure in an adding machine, but a person must be trained to do it properly, so as to develop the highest degree of speed with accuracy in the shortest possible time.

• **Figuring Machines.** The skills listed below will be limited, as much as possible, to those *not* inherent in the preceding knowledges list. As this list will apply to all machines, the reader should ignore any skill listed that does not apply to a particular machine:

- A. How to insert figures properly into a keyboard, for the type of machine involved, with reasonable facility and speed.
- B. How to read figures in a problem without loss of time and effort
- C. How to maintain reading position in a problem, according to the type of machine being used
- D. How to use efficiently the addition and subtraction mechanism for the machine

on the bookkeeping machines will vary according to machine type. The following are indicative only of the more common basic skills needed:

- A. How to insert figures into the keyboard properly
- B. How to arrange machine and ledger holder for most efficient operation
- C. How to collate quickly and easily
- D. How to insert, remove, and align collated forms most efficiently
- E. How to return the carriage
- F. How to read figures and maintain position effectively
- G. How to use the dater mechanism
- H. How to position arms, body, and copy for most efficient use
- I. How to operate debit and credit mechanisms speedily and accurately
- J. How to make corrections on copy where possible
- K. How to make changes in tabulating mechanism quickly and efficiently
- L. How to file completed collated forms quickly and accurately

■ **Suggested Jobs**—A student needs enough practice material and "jobs" to enable him to remember for a reasonable time what he has learned. The teacher will find it easy to expand any of the jobs suggested so as to provide for greater retention and for individual differences. Tests covering each area of skill are excellent means of determining the student's learning.

• **Figuring Machines:**

Job 1. Problems in *addition* (including repeat, non-add, vertical, horizontal, and grand-total addition). **Objective:** (1) To develop the ability to insert figures into the keyboard quickly and accurately and to add them into the proper

dials; (2) To develop the reading abilities necessary for those operational procedures.

*	*	*		
7	1.49	4,139.08	—	(4)
8	.84	1,214.86	—	(5)
15	84.22	8,041.57	—	(6)
129	6.05	5,481.32	—	(7)
41	43.72	9,114.86	—	(8)
—	—	—	—	(9)
(1)	(2)	(3)	(G.T.)	

*		*	*
1.38		3.899	3.98
14.88		5.308	3.98
—		9.004	3.98
ST	(10)	ST	(12) 3.98
513.86		—	
85.32		7.042	3.98
—		—	—
(11)		(13)	(14)

Job 2. Problems in subtraction (including simple, mixed, and credit balance). *Objective:* To develop skill in subtracting figures in the proper order, whether of regular or of credit-balance type.

*	*	*
871	3.81	43.100
831—	1.38—	29,008—
—	—	—
(1)	(2)	(3)
*	*	*
149	1,331	13.43
397—	4,986—	9.30—
—	—	10.41
(4)	(5)	(6)

Job 3. Problems in multiplication (including right-left, left-right, reverse, cross-hand, interposed, and stroke-wheel multiplication). *Objectives:* (1) To develop skill in determining the type of mathematical problem and the proper method of solution; (2) To develop facility in the operation of multiplication controls.

Right-to-left multiplication	
42 × 75 =	(1)
21 × 62 =	(2)
Left-to-right multiplication	
65 × 12 =	(3)
76 × 39 =	(4)
Reverse multiplication	
4665 × 431 =	(5)
2365 × 861 =	(6)
Cross-hand multiplication	
1286 × 113 =	(7)
349 × 89 =	(8)
Interposed multiplication	
364 × 89 =	(9)
485 × 198 =	(10)
Stroke-wheel multiplication	
32 × 35 × 87 =	(11)
13 × 86 × 15 =	(12)

Job 4. Problems in division (including subtraction and reciprocal methods

—on those machines with automatic division, the subtraction method may be done by the machine). *Objectives:* (1) To develop the arithmetical skills in the division process; (2) To improve the multiplication skill when the reciprocal method is used; (3) To develop quick and accurate skill in using reciprocal tables. The problems given below may be solved by either method; the teacher may prefer to teach one method on one machine and another method on another machine.

144 ÷ 12 =	(1)
1,348 ÷ 311 =	(2)
.084 ÷ 8 =	(3)
.1847 ÷ 3¾ =	(4)
3,418,975 ÷ .0414 =	(5)
13⅞ ÷ .875 =	(6)

Job 5. Problems in percentage (including both increase-decrease and proration percentage). *Objectives:* (1) To reinforce skills and understandings in computing percentage; (2) To develop skill in handling the arithmetical differences in the increase-decrease and proration percentages.

What percent of 84 is 6?	(1)
What is 19% of 150?	(2)
What number increased by 40% is 321?	(3)
What number decreased by 18% is 133?	(4)
845 is 18% of what number?	(5)

Increase-Decrease	
1949 1950 Percent	
\$189 \$384	(6)
Proration	
Dept.	
A \$945	(8)
B 135	(9)
C 438	(10)
(7)	(11)

Job 6. Problems in interest (including table and multiplication method). *Objectives:* (1) To reinforce skills already learned; (2) To develop ability to use different types of tables.

\$150 for 18 days @ 6% =	(1)
\$518.30 for 36 days @ 7½% =	(2)

Job 7. Problems in trade discount (including chain discount by both table and multiplication methods). *Objectives:* (1) To reinforce skills previously learned about percentage and discount;



(2) To develop the ability to use new types of discount tables.

\$500 less 10% =	(1)
\$1,350 less 10%—10% =	(2)
\$3,200 less 10%—5%—2½% =	(3)
\$850 less 25%—12½%—5% =	(4)

Business problems can and should be developed for *each* area of learning. It is best to keep the original problems simple in form and scope so that the student spends his energies learning the skills involved and not trying to figure out what is the arithmetical process. But he should proceed from the easy to the difficult and finally to the working of problems such as would be encountered in everyday business life.

• **Bookkeeping Machines.** Bookkeeping-machine problems of the accounts receivable type break down into three main types: *addition, debit, and credit* transactions. The addition problems, as such, are involved in the pre-listings made for either the debit or the credit transactions.

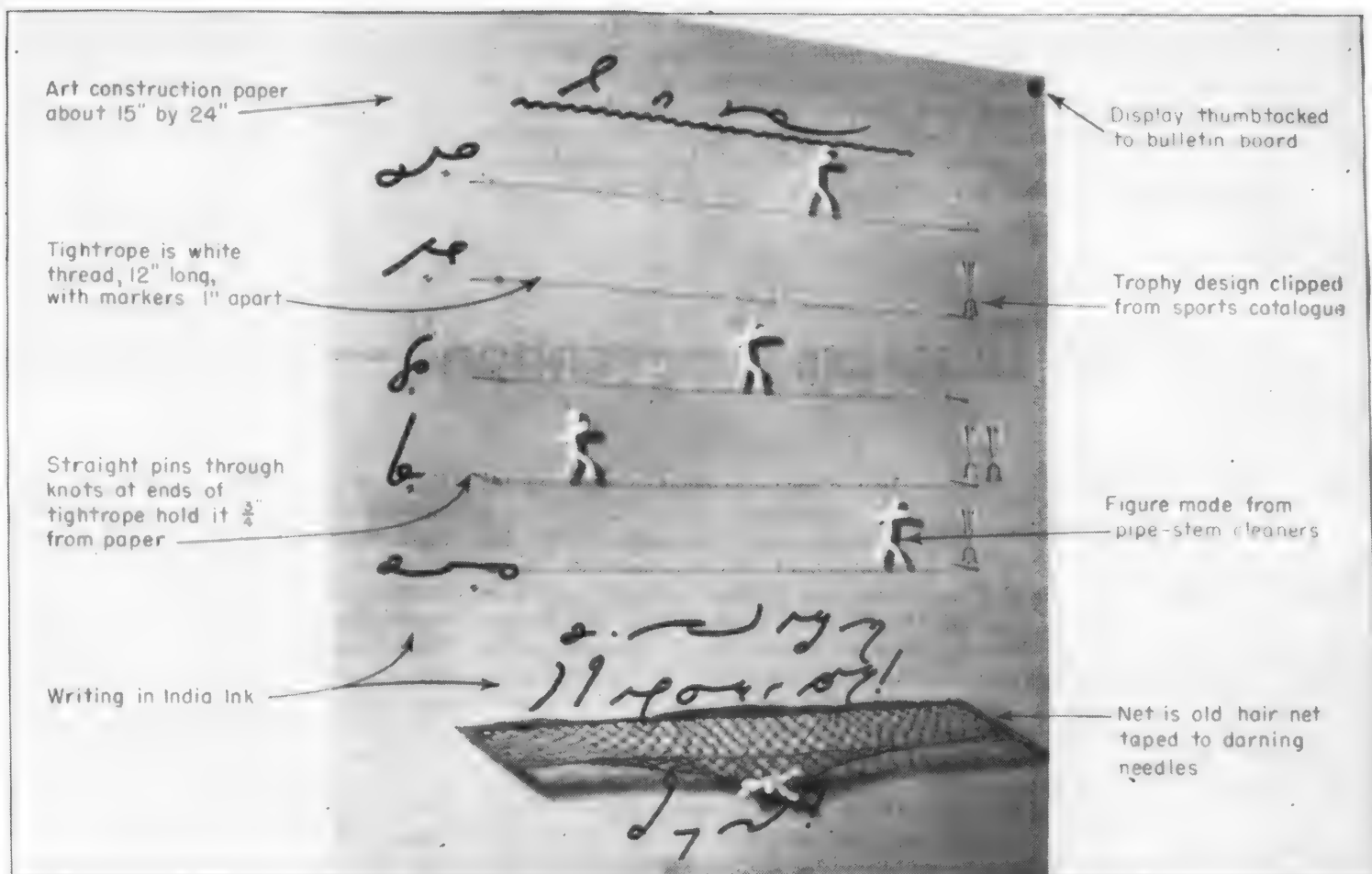
Job 1. Debit transactions (the ones given here were constructed for a Monroe Billing-Bookkeeping Machine). *Objective:* To develop the ability to make a pre-list, collate necessary forms, and enter debit figures in the proper columns quickly and accurately.

1. Set the machine for debit operation
2. Collate needed forms and transfer balances in Schedule of Account Receivable to their proper places on the forms
3. Take a sales pre-list of the sales slips furnished by your instructor
4. Insert a journal sheet into the machine properly
5. Post the purchases on the sales slips to the proper collated forms; file completed forms in their proper places
6. Remove journal sheet and add the figures in the "posted amount column." If they do not agree with the sales pre-list, make the necessary corrections

Job 2. Credit transactions (the ones given here were constructed for a Monroe Billing-Bookkeeping Machine). *Objective:* To develop further the abilities learned during exercises on debit transactions, as applicable to credit transactions.

1. Re-insert the journal sheet
2. Take a pre-list of the credit memorandums
3. Change the tabulator bar to credit operation
4. Transfer the credits on the credit memorandums to the collated forms, and file in the ledger file
5. Remove the journal and add the figures in the "posted amount column." If they do not agree with the credit pre-list, find the error and make the necessary corrections

These two jobs can be combined into a *third job* so that the student will learn how to make debit and credit entries as combined rather than as separate items.



A Tightrope that Shorthand Students Like to Walk

■ **Motivation**—One afternoon I sat wracking my brains for an idea that would stimulate the students in my advanced shorthand class—for something that would brighten our bulletin board and, at the same time, encourage the students to take a more serious view of their homework assignments.

For a moment I shrugged my shoulders and idly began to type, more or less aimlessly, from an old copy of a Competent Typist Test. This particular test was about daring feats on ropes—and suddenly I found myself visualizing a daring young man slowly and unsteadily making his way across a tightrope. Could I transform my students into tightrope performers?

■ **Construction**—It took some thinking and planning, but I ended up with the exciting chart illustrated above.

The background was a large piece of medium-weight construction paper. The illustration shows just five “ropes,” identified by student names; as many as a score of ropes could be used. If you prefer achievement to be indicated by team scores, or class scores, five or so “ropes” are sufficient.

• I used ordinary sewing thread for the tightropes, each 12 inches in length

and each marked off in inches by black ink marks. Straight pins were stuck through knots at the ends of the threads. After the pins were stuck into the bulletin board on which the chart was mounted, the “ropes” remained about three-quarters of an inch from the wall, allowing the little “men” (made of pipe cleaners) to lean against the wall.

The wires in the pipe cleaners were spread a bit at the feet so the “men” would stay on the strings.

• *The net* (thanks to the ingenuity of my mother) was made of an old hair net; each end was fastened, then taped, around a darning needle. About a quarter of an inch of the needle points were left uncovered so that they could be stuck into the bulletin board.

• *The trophy cups* were cut from some old sporting-goods catalogues. A little India ink and a drawing pen were the only other supplies needed.

■ **Captioning**—The title at the top of the display reads, “Test Your Skill.” Down the side are names of students—*Sandra, Doris, Patty, JoAnn, and Wilma*. Just above the net is revealed the whole idea of the contest: “Win a gold trophy cup for each trip across the tightrope!” Just below the net, as

somewhat of a booster, “Every inch counts!”

A “key” (not shown on the illustration) was also written, in shorthand, below the net. In the scoring system I use, it is possible to get “points.” So, the student was advised that she could advance her little tightrope walker 4 inches each time she scored 100 points on our homework practice, or 2 inches each time she scored 95, or 1 inch each time she scored 90. A sad admonition cautioned: “75 or below is a fall into the net.”

■ **Success**—But the falls into the net soon stopped as the members of the class gained better “balance.” The students seemed to enjoy the “contest” feeling of the display very much.

Every morning they were actually eager for our homework review (most unusual for any group of students, we must admit!), to see how they and their tightrope walkers would fare. Needless to add, the students did their homework carefully. It was most heartening to see the group’s attitude change from one of reluctance toward homework to eagerness.—*Velma Hirstein, Student-Teacher, University High School, Normal, Illinois.*

Q-SAGO Simplified

The pupil-activity method of conducting general-business courses, as typified by the "Q-SAGO Pattern" so frequently presented on these pages in the issues of the past few years, is an intricate method of conducting these courses. The writer, who has used the Q-SAGO Pattern extensively, has evolved a modified plan that obtains desirable results with a more direct approach. Fundamentally, his plan consists of having permanent committees rather than temporary ones and of conducting the course by parliamentary procedure.

"The Business Convention"—a Method

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The general-business course that is conducted with a maximum of directed pupil activity is the one that, because pupils *do* "learn by doing," results in the finest growth not only in subject mastery but in personal skill development as well. Any teacher can have a general-business course that is centered on meaningful pupil activities if he will but organize his program for it and plan its administrative details.

The purpose of this article is to describe the details and organization of a plan by which pupil activities have been conducted successfully and effectively in his own junior high school classroom.

■ **We Hold a Convention**—The writer has tried several different kinds of "stages" for conducting the class in such a way that the principal responsibility for social controls and initiative rests upon students. Holding "a business convention" has proved the most successful, for it provides the opportunity for class officership, for committee activities, even for the teacher's role.

• *Before any type of formal instruction in general business is undertaken, each member of the class is asked to imagine that he is a delegate to a convention of a business association. Students are quick to seek their roles.*

Each student introduces himself by name, states what type of business he presumably represents (father's vocations or connections are reflected here!), and where his presumed business is located. A temporary chairman is chosen by approved parliamentary procedure, to relieve the teacher of directing the affairs of the delegates.

• *Convention officers* are then elected in the usual manner, with nominations from the floor and appropriate balloting. Selected are—*president of the convention, vice-president, secretary, assistant secretary, treasurer.*

In addition, two critics—and these are *very* important persons—are elected.

Each officer immediately assumes his responsibilities.

Critics have the responsibility for "riding herd" on the way that their classmates perform and the way they fulfill their responsibilities to the convention. Indeed, the student critics are often more effective in their criticism—both constructive and adverse—than a teacher would be. They have a knack of knowing what to say and the ability of saying it in the right way, so that the other students thoroughly understand and accept the criticisms. Because they are on "the same level" as their classmates, the critics hit the target of criticism clearly and accurately—and acceptably. Having the critics in the plan of organization is a key to democracy in the program.

It is necessary to have a treasurer because of the collection of funds for our workbooks and other special study aids and funds for special activities that the students occasionally plan.

Other officers perform the usual organizational practices.

■ **We Get Committees Going**—The writer has found that a classroom organization is like any other—the more that members volunteer for the parts they wish to play, the more successful is the organization. So, he organizes the *functions* of the general-business-class learning situations into committee functions.

• *This is perhaps unique.* The teacher traditionally accepts the responsibility for selecting the subject matter, asking the questions, locating and directing students to the sources of answers, and setting up learning experiences. In the writer's class, three committees are set up—a subject committee, a question committee, and an activity committee. Students volunteer for the committee on which they would prefer to serve—to select the subjects, to prepare the questions, to direct the learning activities. Having volunteered, they "come through."

• **Committee Service.** The assistant secretary of the convention writes on the blackboard three headings: *Subject*

Committee, Question Committee, and Activity Committee. As the president reads the names of the delegates from the class roll, each student selects *his* committee. The assistant secretary writes the names on the board under the appropriate committee names, while the secretary records the names in the class minutes.

If there is movable furniture in the classroom, the boys arrange the desks in three groupings—usually circles—so that the committees may be seated in groups. Temporary chairmen for the committees are appointed by the president. The temporary chairmen proceed to complete the committee organization by having the subgroups elect their own permanent chairmen, assistant chairmen, secretaries, and assistant secretaries.

Should a member of a committee wish to transfer to another committee, he must make his request in writing and have it approved by his chairman. Also, the chairman of the committee to which he wishes to transfer must indicate his willingness to accept him—sometimes this later decision is made by the popular vote of committee members. These steps of protocol observed, the president of the convention then may authorize the transfer; and the transferee's request is filed for permanent record with the convention secretary. If a rash of requests breaks out, it is mighty fine to have a convention president who has the power to say *no* as well as *yes!*

• **Officers' Activities.** The president and secretary of the convention are not members of any special committee, for their official duties require full-time direction and over-all planning for the correlation of the work of the committee groups. Their desks are arranged beside one another's in the front of the classroom.

The president understands that he always must be better prepared than the other members of the class in order to decide issues that may evolve during discussions on the floor. The secretary is kept very busy recording deci-

of Teaching General Business

sions and writing plans as they are formulated.

During one of the initial, organizational meetings, the president of one 9B business convention asked whether he could make a name plate similar to the one that the principal of the school has on his desk. Of course, no objection was raised. Soon after, he displayed his official insignia; then all the officers wanted to—and successfully did—increase the dignity of their positions by making similar name plates for their desks. Signs designating the various committees appeared on the walls, to complete an impressive setting for the discussion of business problems, of services, standards, trends—the natural topics of a businessmen's convention and of a general-business course.

• *The Teacher's Role.* It is wise and helpful for the teacher to take on an official status in keeping with the organization. Thus he becomes a delegate-at-large. Such a status subjects the teacher to the administrative decisions of the president and the chairmen of the committees. Moreover, he has to be recognized by the chair to speak; and his suggestions do not have to be accepted by the organization. The teacher's ability to play this role with dignity and democracy has much to do with the success of the program.

As a delegate-at-large, the teacher may rise to offer an agenda for the business convention. It is, naturally, the outline of the general course of study; it is written on the blackboard by the assistant secretary and recorded in the minutes by the secretary. The agenda, as it has functioned in the writer's classroom, must be followed and must be covered; but any unit in the outline can be "called to the floor" as an order of business in the sequence the students prefer.

■ *We Assign Duties to the Committees*—The duties of each committee are drafted in committee meetings. Each chairman makes a report at the next general meeting of the association. The reports—in this case, recommended duties—are supplemented by sugges-

tions from the general assembly. The following duties are those that usually become outlined (on the board, and in the minutes):

• Subject-Matter Committee—

1. To select the next unit of instruction
2. To make assignments in the textbook
3. To make assignments in working
4. To give reports from other texts and references
5. To bring in, or to report on, newspaper and magazines, articles and illustrations
6. To bring in, or to assign reports on, current events with a business flavor
7. To provide all definitions of business terms and be in a position to clarify them
8. To be the authorities on business abbreviations
9. To suggest and to conduct research problems
10. To prepare and conduct remedial exercises

• Question Committee—

1. To prepare questions on each lesson
2. To prepare quizzes
3. To prepare objective and essay-type tests
4. To set up the scale for grading papers
5. To analyze question and test results
6. To evaluate own score or other outcomes
7. To supervise the asking of questions and administration of tests

• Activity Committee—

1. To give demonstrations, when appropriate
2. To arrange and conduct field trips
3. To prepare and give skits appropriate to the unit of study
4. To arrange and set up exhibits
5. To prepare and conduct spelling (and other) "bees"
6. To correlate arithmetic problems with the unit
7. To conduct vocabulary drills on each new unit
8. To establish and use community contacts
9. To act as a discussion panel
10. To give individual reports

■ *We Get into Operation*—Some teachers do not care particularly for departures from the traditional methods of teaching; they criticize any socialized plan as a waste of time and advocate that it does not strengthen the fundamental tools of reading, writing, and arithmetic. Come to our convention:

• *The president* calls the meeting to order and the secretary reads the minutes. The minutes are acted upon, according to parliamentary procedures. (You'll marvel how quickly students grasp parliamentary routine—when they want to.)

The president then asks for reports from each committee. Some chairmen give oral statements; others request the committee secretaries to read the minutes of their committee meetings. In either case, a definite understanding is obtained as to the contribution each group will make to the lesson that day.

• *The Subject-Matter Committee* always presents its material first if it is an introductory lesson. The presentations vary according to assignments given individual members or subgroups by their chairmen.

• *The chairman of the Question Committee* then calls upon the members of his committee, who respond with direct questioning, quizzes, and written or other action tests. The material presented by this committee is exceptionally thought-provoking, for here is a group of students of various intelligence levels framing and asking questions or requiring performances of their classmates with similar abilities.

Expressions coming from one child to another often reach more deeply into the minds of youngsters than the prepared statements of the trained teacher. The pupils feel free to respond and will make greater attempts to answer.

• *Appropriate related activities* are next presented for vote or volunteer action by the Activity Committee. A review of activity duties explains *very definitely* what is expected. Preparation of short, original skits seems to be one of the preferred activities.

• *No definite time allotments* are fixed for committee presentations during the business session. It very often happens that the presentation of one committee might require the full class period. However, the president always is mindful of the *eagerness* (and I do not exaggerate) of the other committees to report, and so he systematically arranges for each committee to complete its report before another unit of study is selected.

• *The critics* are given the last five minutes of each meeting. It is amazing, at times, how clearly they observe the weaknesses and strengths in the organizational coverage of the lesson and offer suggestions for improvement. They speak frankly, and the other delegates seldom resent their statements. If at any time the refutation becomes too tense, the president intercedes and decides the issue.

■ *We Keep Records*—The chairmen prepare Participation Sheets, on which

(Continued on page 507)

New Business in Business Education

Business Arithmetic

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■ **High Speed Arithmetic**—If you are interested in rapid calculation procedures with speed, accuracy, and competence, read Lester Meyers' *High Speed Mathematics*, published by D. Van Nostrand Company, Inc. Lately, considerable interest has developed in mental arithmetic that does not employ the typical algorithms (carrying, borrowing, shifting, and so on). Mental arithmetic does not necessarily mean doing arithmetic without a pencil. It means using a thorough knowledge of the number system and its interrelations as well as just common sense. For example, 12×525 can be changed to $6 \times 1,050$ and further to $3 \times 2,100$. The result of a quick mental computation will be 6,300. The author includes many similar mental procedures.

• *Moreover, he writes in a most fascinating manner.* The book is *readable*, which is almost unheard of in mathematics books. Teachers who wish to secure ideas for teaching the arithmetic part of business arithmetic should examine this book. Do not, however, try its ideas with pupils who are extremely weak in computation; use the ideas especially with those who already have an average or better knowledge of computation.

• *Computation Skill Needed Even with Machines Available.* The author of this book takes cognizance of computing machines that are on the market. He marvels at the speed of these machines, but he is certain that many people still have to do a great deal of computing on their feet or of testing the reasonability of the results of computation machines. He believes that the machine does not do away with the constant thinking that a person has to do in connection with the solving of many business and accounting problems.

■ **The Arithmetic Knowledge of High School Pupils**—Orleans and Saxe tested the arithmetic knowledge of many high school pupils and arrived at the conclusion that, even though the accomplishment of these pupils was pitiful, their greatest deficiency was in arithmetic computation. The pupils solved "word" problems and performed other practical number tasks poorly indeed. Orleans and Saxe also concluded that the learning of arithmetic is largely, if not entirely, a rote process.

Unfortunately, business-arithmetic instruction is characterized by a similar rote teaching procedure. The investigators found that there was little evidence of the use of reasoning, evaluation, and understanding, which are essential to achievement in problem solving. They found that there was a great deal of evidence of mechanical activity, most of it a misapplication of some rote technique. The business-arithmetic teacher can find a great deal of food for thought in *An Analysis of the Arithmetic Knowledge of High School Pupils* by Orleans and Saxe, published by the School of Education, the College of the City of New York.

■ **The Teaching of Arithmetic**—Business arithmetic teachers who wish to bring themselves up to date on the latest developments in teaching arithmetic at the elementary, mid-

dle, and higher-grade level should read the fiftieth year book, part two, entitled *The Teaching of Arithmetic*, published by the National Society for the Study of Education. These teachers will find that considerable development has taken place in improving the teaching of computation and number manipulation at the elementary level. However, this improved teaching will not affect the pupils they will have in their business arithmetic classes for many years to come, for several reasons. First, the new practices are not yet widespread; and, second, the pupils will not reach their classes for six or seven years.

■ **Issues in Teaching Arithmetic**—John R. Clark of Columbia University Teachers College has identified eight issues in teaching arithmetic. These issues may be briefly identified as follows:

1. Should students learn to think their way through arithmetic situations?
2. Should students understand that our number system is built on the powers of ten and on the positional values of numbers? Should students understand that addition is the combining of two or more groups, that subtraction is separating a group into two parts, that multiplication is the combining of equal groups, and that division is the separating into equal groups?
3. Should arithmetic primarily be a thinking process? How long should the teaching of algorithm be delayed?
4. How should the algorithms be made understandable?
5. What is the place of drill?
6. How should estimating as a thinking process be taught?
7. How should we evaluate the result of arithmetic instruction?
8. How should problem solving be taught?

Business Law

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■ **The Law of Bankruptcy**—The *National Bankruptcy Act of 1898*, together with its numerous amendments, should be thoroughly treated in the commercial-law course of high schools and business colleges. This does not necessarily entail a detailed discussion of the more intricate provisions of the Act, such as corporate reorganizations, which will hardly be of interest to the future small businessman or business employee. The broad objectives of the Act, however, fall well within the scope of sound civic and commercial education.

• *The purpose* of this Federal statute is to distribute the assets of a bankrupt debtor equitably among his creditors and then to relieve the honest debtor from the burden of his debts, thus permitting him to start anew—free from the obligations arising out of business misfortunes. The Act also, by denying them the privilege of discharge in bankruptcy, prevents dishonest debtors from escaping payment of their just liabilities. The procedure of bankruptcy is well treated in most business law textbooks.

■ **The Wage Earners' Plan—The Chandler Act of 1938**, dealing with the adjustment of a "wage earner's" debts, added Chapter XIII to the National Bankruptcy Act. Under this chapter, a wage earner finding himself in financial difficulties files a petition in the Federal U. S. District Court, seeking an extension of time in which to pay his debts—either in full or by way of composition with his creditors. This chapter of the Act deserves more extensive treatment than is usually afforded in standard textbooks. The plan has enabled many creditors to collect thousands of dollars where they would have received nothing under ordinary bankruptcy proceedings and has, at the same time, prevented many wage earners from going through bankruptcy, thus allowing them to hold up their heads without having the stigma of bankruptcy attached to them.

• **Who Is a "Wage Earner"?** The word "wage earner" is defined in Chapter XIII, Sec. 606 (8) of the National Bankruptcy Act, as amended by the Chandler Act of 1938, to mean "an individual who works for wages, salary, or hire at a rate of compensation which, *when added to all his other income*, does not exceed \$3,600 per year." The mere fact that at some time in the past a petitioner's wages and other income exceeded \$3,600 per year does not exclude him from the meaning of "wage earner."

• **Another Definition of "Wage Earner."** It is interesting to note that the expression "wage earner" is also used in Chapter I of the Act for *general bankruptcy purposes*. A wage earner in Chapter I is exempt from being adjudged an "involuntary bankrupt" upon a petition filed by his creditors, but is permitted to avail himself of the benefit of discharge in bankruptcy as a "voluntary bankrupt." Under Chapter I, a "wage earner" is defined to mean "an individual who works for wages, salary, or hire at a rate of compensation not exceeding \$1,500 per year."

There are two differences in language between Chapter I and Chapter XIII. The first is that the maximum amount in Chapter I is \$1,500 while the maximum in Chapter XIII (Wage Earners' Plan) is \$3,600. The second difference in language is that Chapter XIII specifically includes *all other income* in addition to wages, salary, or hire while Chapter I refers only to wages, salary, and hire. This difference in language produces only a minor difference in result because "other income" is also considered in determining a wage earner's exemption from involuntary bankruptcy proceedings under Chapter I. The difference in result caused by the express inclusion of other income in the definition in the Wage Earners' Plan of Chapter XIII is that *minor* outside income, e.g., \$100 a year interest, would not prevent a person from being exempt under involuntary bankruptcy proceedings of Chapter I, but could prevent him from being a wage earner within Chapter XIII if the amount of outside income added to his salary or wages would bring him above the \$3,600 maximum.

■ **Procedure under Wage Earners' Plan**—The wage earner, and not his creditors, may file a petition under Chapter XIII of the National Bankruptcy Act either in a pending bankruptcy proceeding, before or after his adjudication as a bankrupt, or as an original petition, not connected with bankruptcy proceedings. The wage earner, in co-operation with the Court and his creditors, then prepares a plan to pay his creditors out of *future wages*. If a majority of his unsecured creditors and all his secured creditors accept the plan, then the plan is confirmed by the Court and an order is made on his employer directing that a percentage of his wages shall be deducted and turned over to a trustee. This trustee holds the funds until they have accumulated to a sufficient amount to pay a dividend; they are then paid out in an installment to the creditors who have filed their claims.

• **The purpose** of the plan is, of course, to allow the wage earner to retain sufficient funds to live on modestly. Therefore, the debtor is required to file a "statement of

earnings and living expenses." It is the duty of the Court to determine whether—on the basis of this statement—the proposed plan is "equitable, fair, and feasible." The law assures that only worthy debtors should receive the benefit of a wage earner's plan.

• **Upon the debtor's full compliance** with the provisions of the plan and the completion of all payments thereunder, the Court enters an order discharging the debtor from all his debts and liabilities under the plan. Where the debtor has not completed his payments at the expiration of three years after confirmation, the Court may nevertheless enter a discharge order "if satisfied that the failure of the debtor to complete his payments was due to circumstances for which he could not be justly held accountable." Loss of employment through illness or other cause beyond the debtor's control would constitute the requirement for discharge without full payment.

Teaching Devices

HELEN HINKSON GREEN

Michigan State College
East Lansing, Michigan



■ **The First Day in Bookkeeping Class**—"What did you do the very *first day* in your bookkeeping class?" I heard Max ask his summer methods-course students. Violet Balmes, Camden, Michigan, came right back at him with, "We had fun! We analyzed one of the girls in the class—sized her up as to just what she was worth, on the hoof, so to speak; how much money her clothes were worth; how much she owed on them; added in the seventy-five cents she had in her pocket; subtracted the quarter she owed her girl friend; and worked out her assets, liabilities, and proprietorship. By the time we finished, we had all had fun, yet the students thoroughly understood how $A=L+P$."

"Just what would you have done if the *liabilities* had turned out greater than the *proprietorship*?" asked Max, sensing some difficulties you might run into. "Why," said Violet gaily, "I'd just have said, 'My goodness, but you're running into debt!'" (Lucky are the students who have Violet for a teacher. She has looks, personality plus, pep, enthusiasm, ingenuity, a sense of humor, and "know how.")

• **Think through** this plan carefully *ahead of time* if you try it. You might even work out the details with a student "stooge" so that you have a *controlled* equation. Handled well, it could get your class off to a wonderful start in bookkeeping.

■ **Mottoes and Maxims**—I saw an eye-catching bulletin board made up of mottoes and maxims at Lansing Business University the other night. It was so arresting that I was late to the class I was "pinch-hitting" in. I made up for the delay, though, by dictating some of the choice ones to the waiting shorthanders. (We didn't lose a thing by varying the dictation routine, either.) They loved: "*Sittin' and wishin' won't improve your fate; The Lord provides the fishes, but you gotta dig the bait.*" My pets were: "*What a man can imagine in his mind he can find ways to accomplish*"; and, from the Pennsylvania Dutch, this honey—"Ve get so soon old, Und yet so late schmart!"

• **The sayings** were printed on lovely pastel cards, about 8½ by 5½, in a variety of type styles and sizes, with varying border designs. What a nice bulletin-board project you

could adapt from this when your typing students, especially high schoolers, come to *borders*. Let 'em hunt up their own mottoes (you should get some "dillies"), suggest light-colored papers, and have them vie with each other for effective simple borders and well-placed typing. I'll bet you get a display the whole school will admire and chuckle over. Nice advertising for the department with a minimum of time and effort! Borders aren't worth *much time*, remember.

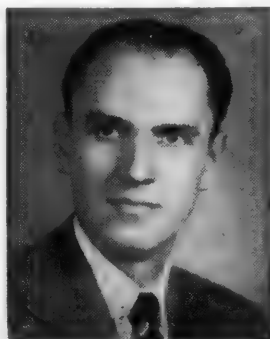
■ **To Help Always**—This about winds up the year, doesn't it? Before signing off, I'd like to pass on to you something I came across not long ago. The inscription on the Edward Trudeau monument at the Saranac Lake sanatorium founded by Dr. Trudeau reads: "To cure sometimes, to relieve often, to comfort always." That stopped me for a minute when I first read it, for it does a rather strange thing. It relegates the function of "doctoring" that most of us are inclined to think of as the *primary* one—"to cure"—into third place—the *sometimes* category. It rates the two hard-to-measure intangibles above "to cure"—in the *often* and *always* roles. Though subtly couched, the true meaning is unmistakable.

Is it possible that, in teaching, we sometimes become so absorbed in our seemingly primary purpose—"to teach"—that we neglect the harder-to-measure intangible values? Perhaps a splendid teaching device for each of us to adopt might be to write daily on our memo pads—and inscribe upon our minds and hearts—this paraphrase of the inscription at Saranac: "To teach sometimes, to inspire often, to help always." Just what might happen if each of us did?

Professional Reading

DR. KENNETH J. HANSEN

Colorado State College of Education
Greeley, Colorado



■ **Down to Brass Tacks**—*Brass Tacks of Skill Building in Shorthand*, by Hazel A. Flood (\$3.40, Prentice-Hall, Inc., New York 11), is a book that will be of value to all shorthand and transcription teachers. Professor Flood has observed that college methods courses usually teach "what" should be covered by students learning to write shorthand, but that the "how" is often neglected. In her *Brass Tacks*, Professor Flood gets *away* from general terms and *down* to the "brass tacks" of building shorthand skill.

In addition to sections on student skills and teacher skills, there is an appendix that should be of particular help to teachers of methods courses. The section on student skills has a good discussion of specific methods for Gregg, Thomas Natural, Pitman, and machine shorthand; and the section on teacher skills has a good résumé of research studies that have been conducted in shorthand.

■ **Philosophy of Education**—Many teachers of typewriting, shorthand, bookkeeping, and office machines are of the opinion that a study of the philosophy of education can be of little or no help to them in their teaching. There are three recently published books, however, that will be of interest to *all* who want to become better teachers. *Modern Philosophies in Education*, by John S. Brubacher (\$4.50, McGraw-Hill Book Company, New York 36); *Patterns of Educational Philosophy*, by Theodore Brameld (\$4.75, World Book Company, Yonkers-on-Hudson, New York); and *Philosophy of Education*, by William Heard Kilpatrick (\$4.75, The

Macmillan Company, New York 11), each has its contribution to make.

The Brubacher book is a second edition of a 1939 publication and is general and descriptive in nature. This book provides an excellent background for an understanding of educational philosophy. Dr. Brameld is the leading exponent of a school of philosophy known as reconstructionism, which is one phase of progressive education. Dr. Kilpatrick's book is a result of a lifetime devoted to the teaching of educational philosophy.

Each of these books provides an interesting, well-written, scholarly study of educational philosophy. Business teachers, including those who instruct classes in typewriting, shorthand, bookkeeping, and business machines, can learn much from what these authors have to say.

■ **Work Experience**—Business educators have long been interested in work experience. *Working to Learn*, by Milton J. Gold (\$2.85, Teachers College, Columbia University, Bureau of Publications, New York 27), is not concerned specifically with business education, but it does present some interesting challenges for work-experience programs.

• *Dr. Gold's thesis* is that work experience on the secondary level is the logical extension of the "experience curriculum" of the elementary school. The outstanding contribution that this book makes is the way it ties the philosophy of work experience into the high school curriculum and its development of proposed curriculum patterns.

■ **Essays in Defense of the Humanities**—While discussing books outside the field of business education, it seems well to review *Our Educational Discontents*, by Percy Hazen Houston (\$2.75, The Christopher Publishing House, Boston). Dr. Houston is Professor of English at Occidental College. He writes with good humor and does not attempt to confute entirely the progressive theory of education.

• *The author believes* the Hutchins experiments at the University of Chicago and the Barr experiments at St. John's College, as two examples, "... are without question among the really hopeful signs of a return to sanity in the field of education." He sees vocational education as a danger and believes that the central fact both in education and in our national life is: "... the training of the individual in personal integrity, in the pursuit of truth in scorn of consequence, in the support of justice against pressure from within our gates and beyond them."

Secretarial Practice

FRANCES AVERY FAUNCE

Coauthor of *Secretarial Efficiency*,
author of *The Practical Manual*
for Office Workers, and other texts



■ **Excuse-and-Reason Week**—Those "reasons" for not getting work in on time—are they *reasons* or *excuses*? And reasons given for this and for that discrepancy in schoolwork or school conduct—when is a reason not a reason? The employer knows—and we may be sure the teacher knows. Over-frequent apologies for slips of action mark the *excuser*. Reasons do not come so often.

Try holding an Excuse-and-Reason Week, during which an analysis of mistakes is made—reasons accepted; excuses not accepted. Ask your students how they feel and how

they look when giving (1) a reason and (2) an excuse. A person with a reason wears an honest face, stands straight and still, speaks clearly and to the point. A person with an excuse has a look of apology, wears a defensive air, uses a pleading tone with a little whimper—doesn't have a leg to stand on! Have someone in the class draw a picture on the board of Miss Reason—body erect, head up—and of Miss Excuse—head hanging, spine crumpled, hands held out pleadingly.

• *Employers and office supervisors* will thank you if your graduates have learned to avoid mistakes that have to lean on excuses. Plenty of slips are made with reason. Illustrations are easy to find. Miss Reason needs a *simple statement of fact*: the regular school bus or the commuters' train was late. Miss Excuse comes in late because she failed to start in time for the bus or train—and the statement of *why* is not simple.

Say to your class or to an individual in conference: "When you do something that has a reasonable explanation, the blame rests on some circumstance or some other person. Let us say that you couldn't avoid the mistake. But when you start hunting for an *excuse* to hide behind, it's like hunting for a peg to hang your mistake on. *Reasons* don't need pegs."

■ **Preparing for That Interview**—Have you any businessmen relatives? If so, invite them to your secretarial practice classroom to help interview your students. That is better than using other teachers or the school administrator (the usual actors) because these businessmen will be *less* sympathetic than fellow faculty members but *more* sympathetic than the prospective employer when the interview is the "real thing."

■ **Checking Checks**—Recently, a check sent to the gas company was returned to me with one of the following items checked on their little form: (1) Sent us in error, (2) Signature missing, (3) Endorsement missing, (4) Dated ahead, (5) Check amount short, (6) Check amount over, (7) Figures on check do not agree.

You can build a valuable blackboard demonstration around this form, which sums up the mistakes that can be made in paying just one bill. Avoid negative teaching by sketching roughly on the board a large check to your local gas or electric company that *correctly* pays a given bill. Then draw alongside it a blank check and successively illustrate items 2 through 7 on the list. Item 1 would, of course, be "ticked off" on the slip in returning a check intended for the department store, which doubtless received the gas check. Be eternally watchful of detail—but make the satisfaction of carrying through each detail correctly seem a worth-while saving of time and effort at both ends of the line.

■ **At the Next Desk**—In the office I've heard it. And, in the classroom, students say it or might as well say it: "The girl at the next desk just gives me the jitters!"

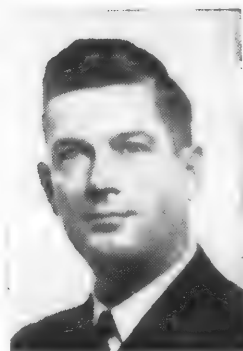
What to do for a solution? First, it may be justified. So ask, "Have you ever stopped to think that you may give her the jitters, too?"

Here's a real personality problem, a problem of difficult but possible adjustment. Suggest: "Why not try un-jittering your neighbor by a few more-than-halfway moves from your desk. Here's an example: If your neighbor is trying to get out a batch of letters just before five and makes you nervous because she is pounding her typewriter in such hectic fashion, lend her a hand once—maybe twice—and she may adapt herself to her job just to show you." In the classroom, real help cannot be given so readily, but it may be the lending of an eraser or the copying of an assignment for the neighbor when she has been absent that will do it. The Golden Rule is a substantial prescription for at-the-next-desk jitters. It is one of the principles of secretarial efficiency.

General Business

DR. VERNON A. MUSSELMAN

University of Kentucky
Lexington, Kentucky



■ **Ideas for Your Travel-Services Unit**—Mr. Charles Browning of Fort Thomas, Kentucky, offers the following suggestions for teaching your unit on travel services.

• *For Launching the Unit.* Prepare a chart as follows:

MY BEST TRIP

Name	Where	Type of Service Used
(Allow adequate space here for your class members to sign up and fill in the information.)		

The students will stop by and write in the information without any urging from the teacher. This information, when completed, is used as the basis for a discussion on how to use travel services efficiently. This is brought out through the relation of incidents where accidents occurred, train connections were missed, etc.

• *Recommended Activities.* Have each pupil bring to class a selection of ten travel postal cards or photographs. These are turned over to a committee to be arranged as a bulletin-board exhibit. The pictures and cards may well be grouped with reference to the different areas of the country that they represent.

Have each pupil bring in a list of five "Tips to Travelers." These tips are given to a committee to assemble, edit, and publish in booklet form—a copy for every member of the class. Each "tip" used can be credited to the person who submitted it.

Appoint a committee to visit the local American Automobile Association office to learn in some detail the various types of aid given motorists by the Association. Suggested points to cover might be: trip planning, road maps, road services, cost of membership, and how to locate AAA offices when traveling in unfamiliar areas.

Have each pupil plan a trip for himself, covering a period of one week, and costing not more than \$100. It should include a travel plan, the cost of tickets, meals, lodging, sight-seeing, and a list of all the things they want to see and do on the trip. Two class members may plan a trip together to make their \$100 go farther.

■ **Figures on Money and Banking**—Here are some up-to-the-minute figures of interest when studying money and banking:

In 1900 there was in this country \$17 worth of paper money (currency) per person in circulation and ten times that, or \$170 per person, in 1951. In contrast to this there was \$10 in coins per person in circulation in 1900 and the same amount in 1951. This accounts, in part at least, for the shortage of coins today.

There are more than 14,000 commercial banks in the United States today with more than 19,000 separate banking offices.

The U. S. savings-bond holdings by individuals now stands at approximately \$49 billion.

The cash value of the college degree is greater than at any previous time in our history. A recent survey by *Time*

magazine shows that men with college degrees who are under 30 years of age earn on the average \$3,537 per year as compared with \$2,449 for all U. S. men—college men between the ages of 30 to 39 earn \$4,618 as compared to \$2,845 for all U. S. men between the ages of 35 and 44—college men ages 40 to 49 earn \$6,152 as compared to \$2,681 for all U. S. men 45 to 54—for men over 50 it was \$6,244 for college men and \$2,344 for all U. S. men.

■ **Women in the Labor Force**—Women now constitute 31 per cent of the employed labor force, and the ratio of women to men is continuing to increase. More than 70 per cent of the women who are employed are married; approximately 27 per cent of all women who are gainfully employed are classified as clerical and office workers. There are 7.7 million people employed as clerical workers in America and 60 per cent of these are women.

■ **Air Travel**—American airlines have become a billion-dollar industry; 25 million passengers were carried last year.

■ **Ocean Shipping Procedure**—This 64-page 8½ x 11 brochure has a wealth of information for your transportation unit. It includes several good photographs, a map of the San Francisco harbor, and a discussion of these topics: General Cargo Facilities—Foreign Trade Zone—Methods of Exporting—Methods of Importing—Packing to Reduce Cubic Measurement—Stowage—Ocean Freight Rates. It also defines the common terminal charges and port costs. Available free from the Board of State Harbor Commissioners, San Francisco, California.

■ **Money Destroyed**—The United States Treasury burned almost one and a half billion pieces of currency last year because it was unfit for further use. The face value of this money totaled \$6,747 million and 87 per cent of it was one-dollar bills.

Distributive Education

R. S. KNOUSE

New York State College for Teachers
Albany, New York



■ **Public Relations Idea and Morale Builder**—Have you promoted a series of articles in your school paper or local newspaper featuring each of your co-op students? If you haven't, we think you'll find it invaluable as a public-relations device in the community and as a morale builder for your students.

The idea is to feature the different students in consecutive issues of the publication. Each article could give personal information about one particular student and his or her attitude towards the job of selling. Store information and quotations from both the employer and the student may be included. The feature could be titled: "Mr. Salesman No. —," "Miss Salesgirl No. —," "Today's Salesperson," "This Week's Salesperson," "Meet the Seller," or something of the kind.

This is good promotion for the fall or pre-Christmas season.

■ **Two Films and a Booklet on Wool Blankets**—"Here Comes the Bride" is the title of a fine 16mm sound-color film on the techniques of selling blankets. Interestingly presented, the 25-minute motion picture shows the wrong and the right way to sell wool blankets. A companion film is entitled "How All-Wool Blankets Are Made." This 15-minute movie is a 16mm sound film black and white. It shows the

processes in the manufacture of wool blankets from the raw wool to the finished product.

• A helpful booklet entitled "How Successful Salespeople Sell Kenwood Blankets and Satisfy Customers" is also available. This 16-page publication contains information on wool, weave, and nap. It tells how to handle the three usual types of blanket customers. A room color chart with suggestions for the proper color of blankets is included. The booklet is available without charge and the films are free except for return shipping charges. Write to J. S. Keleher, Promotion Department, Kenwood Mills, F. C. Huyck & Sons, Rensselaer, New York.

■ **Free Catalogue**—If you would like a publication that lists 126 different aids, try "Catalogue of Educational Material on Cotton and Cotton Products" issued by the National Cotton Council of America. This catalogue lists free and inexpensive charts, pamphlets, booklets, books, motion pictures, and other visual aids. Request your copy from Roger W. Smith, National Cotton Council of America, 271 Church Street, New York 13, New York.

■ **"What Star Salesmen Know"**—We'd like to recommend an article by that title on how to sell men's clothing, which appeared in the February 22, 1952, issue of *Men's Wear* magazine. Covering more than twenty pages, the article discusses the following subjects: Pay Attention to Your Customer; Helpfulness Creates Good Will; Politeness Is a Prerequisite; Vitality Is Vital to Volume; Spreading the Customer Around; Tidiness Pays Dividends; The Sponsor—Expert, Teacher, and Leader; Be Honest With Your Customers; A Friendly Attitude Spells Good Business; Custom-Tailor Your Sales Talk; Warmth and Interest in Others; Increasing Sales; and Better Retailing. This information will be especially interesting and helpful to those who plan to work in men's clothing stores. However, these principles of selling can be adapted to a variety of merchandise.

■ **New Film**—If you need a sales-training film on cotton, you'll want to make arrangements to use the new 35mm filmstrip, "Back the Champ—Kid Cotton," when you request the catalogue of educational materials from the National Cotton Council of America. (See address above.) The filmstrip uses a prize-ring theme and a breezy cartoon technique to present the basic selling points of cotton goods. It also includes statistics showing that men choose cotton more frequently than other fibers when buying shirts, socks, pajamas, and underwear. This twelve-minute visual presentation is available free, except for return shipping charges.

■ **Are There Too Many Merchandising Weeks?**—For a laugh, we suggest that you read the brief article, "Couldn't We All Get Together on National 'No More Weeks' Week?," which appeared in the February 2, 1952, issue of the *Saturday Evening Post*. Just to give you an idea of what to expect, the suggestion is made that Large-Size Week, National Sunday School Week, and Trimmed-Dress Week be combined and called: Fat-Women-Should-Wear-Clothes-to-Sunday-School Week.

■ **Auto Sales Information**—If any of your students are interested in automobile sales and service, we think they will find a lot of helpful information in the Crowell-Collier *Automotive Survey Number 15*, entitled "A Nation on Wheels." This 50-page publication covers forty-four different phases of the automotive field.

• The following information will be especially valuable to prospective salespersons: The Demand for Passenger Cars in 1951-52-53; Summary of Reasons Why Customers Select a Specific Make of New Car; Reasons for Favoring Certain Makes of Cars; Why Customers Prefer Certain Establishments for Major Repair Service; and Customer Ratings of Repair Jobs. This survey is available without charge from: W. Herrington, Research Department, The Crowell-Collier Publishing Company, 640 Fifth Avenue, New York 19, New York.

Little Store?

(Continued from page 487)

and community respect for the store and its policies. A challenging task!

■ **Training the Trainers**—The problem of store evaluation for pupil placement under the D.E. program is of utmost importance, for it is an integral factor to the success of the entire program. The problem cannot be solved by listing the requirements and hewing to the line; it is, rather, a matter of setting a general standard and then re-evaluating the standard, the store, the pupil, and the end purpose in terms of each other.

• *Perhaps a forward step* in the solution of this problem would be a program of education for the merchants themselves. It is not to be presumed that the co-ordinator should try to teach the merchant his business, but it would be profitable for all to arrange for a series of "clinics" where there could be opportunity for the exchange of ideas, for mutual benefit.

In such a program, much can be done to aid the merchants themselves in the operation of their business and so to provide increasingly more effective training centers for our students. Such a project should promote good will for the program with the merchants.

The old adage that "peaches don't grow on apple trees" is apropos of this particular subject. The student will be no better than the on-the-job instructor; and, in this case, the instructor is also the eventual employer. The co-ordinator must "teach the teacher" as well as the pupil. This is not an easy job. This is one of the most difficult jobs one can face; it must be done subtly and slowly. It is made even more difficult, in many cases, because the small merchant will accept advances in retailing methods with the reservation that it is "not for me, but just for the Big Fellows."

■ **Summary**—The co-ordinator can utilize both the big store and the small store to provide ample and useful training for his students. Each has much to offer; each has its limitations. In areas where there is a choice, the problem is less serious than in those areas where there is no choice. It is in the smaller areas, lacking the large departmentalized store, that the co-ordinator may make or break his program through the selection of training centers.

It is a great temptation to accept a store as a training center in order to complete a placement, but the wise co-ordinator and advisory committee will resist the temptation. Job training is much too important to students' eventual success for us to settle for anything less than the best that is available.

Typing Drills

(Continued from page 489)

reviewing a variety of reaches is concerned.

5. In addition to a keyboard review, they facilitate the automatization of many frequently used words.

6. These drills develop concentration, to some extent, because they are arranged in chance order and the student cannot anticipate words.

• **How to Teach Alphabetic Word Drills.** In this evaluation, we are considering alphabetic word drills only in their use as warmup material. Word drills are losing their prominence in the body of typewriting practice material chiefly because they represent unnatural copy, but many texts do, and appropriately, feature a line or two of alphabetic word drills as warmup material.

The teacher may find it useful to dictate the words in a staccato tone. Before doing this, however, he should write the words on the blackboard so that there will be no doubt as to the spelling of less common words. The teacher may point to the word as he calls it out. This method stimulates rapid stroking and combines accurate reaches with fast strokes in the most profitable manner. This is one kind of *flash-typing*.

To obtain the greatest benefit from this sort of drilling, the teacher should provide for a variety of words in the lines of the warmup drill so that the students may cover the greatest number of combinations (fingering patterns) as they warm up.

Finally, the teacher should not overestimate the value of such drills, but should recognize that they contribute little to the development of fluency. They may be used for the sake of variety, but they should never become a steady diet.

• Limitations:

1. The chief limitation is that word drills are unnatural: there is no context; and the arrangement of strokes and spaces is seldom, if ever, encountered in actual typewriting.

2. They inhibit fluency to some extent and create unnatural patterns and rhythms of stroking, particularly when the words contain the same number of letters.

3. They may retard the skill development of advanced students by focusing attention on *words* when the learners should be progressing to the *phrase* level of attention.

■ Miscellaneous Alphabetic Drills—

There are many other variations of alphabetic drills. One variation, which probably provides the greatest *concentration* practice, is a line of foreign words and phrases containing all the letters of the alphabet: *klein, wehr, faux pas, bon jour, c'est la vie, il ya, dities-moi, qui, gaz*, etc.

Business Convention

(Continued from page 501)

the names of their committee members are listed alphabetically. The sheets are dated for *each* school day. The chairmen mark each student according to his participation in the lesson; "F" is for full participation; "P" for partial; and "N" for no participation.

Under each date, a statement of the assignment to that committee is recorded.

The president grades the chairmen.

If any student differs with the opinion of his chairman, he can appeal his grade, and he is given a hearing before the Board of Appeals—the president, secretary, and chairmen of the committees comprise this Board. Their decision is final.

■ **Teacher Preparation and Participation**—In addition to the Participation Sheet, the teacher grades the contributions of the students in the class record book. The two marks are the basis for advisory or semester averages. More weight is given to the chairmen's opinions, as this highly motivates him in appreciating the necessity for guiding and supervising committee activities.

At the end of each organization session, the teacher summarizes the lesson and offers suggestions for additional study or other activities required to meet curriculum standards.

• *The teacher frequently* will find it necessary to formulate key questions for both himself and his students to answer, as a means of evaluating the assignments and achieving the objectives of the general-business course; for example:

1. Have the students learned all that they should be expected to know?
2. Do they know the definitions or meanings of all the business terms?
3. Were business problems properly analyzed?
4. Were consumer information and skills emphasized?
5. What guidance facts were developed?
6. Is it advisable for the students to train for the occupations in the line of business discussed?
7. Do the most interested students possess the necessary skills for further exploration?
8. What remedial needs did individual students show?

• *Lesson plans* to take care of such questions are prepared to supplement committee responses. If anything, the Business Convention Method means that the teacher's preparation must be broader than that which the class evolves, and that he must have a thorough knowledge of the subject, to improve committee action. He must be prepared to stimulate class officers' interest and member enthusiasm about business as a way of life.



Says this plain and timely message: These days of national defense pressure, businessmen have been probing the industrial processes, looking for economies and short-cuts, when *paperwork* offers the greatest opportunity for savings and speed-ups. All of business, all of industry, is only dead equipment without paperwork to *make it go!*

SO SHOULD YOU STOP AND ACT

Paperwork is the slow-up or speed-up of business, and speeding paperwork is DITTO's business. The more you know about DITTO the better equipped you are for resultful teaching—for AMERICAN INDUSTRY DEPENDS ON DITTO!

MEAT HERE FOR STUDENTS, TOO

Take two otherwise equally trained students. One grasps business function by understanding DITTO. The other does not. Which has the "edge" in employment and business progress?

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NOW AVAILABLE—a course of five 30-minute lessons covering DITTO operation and function—printed in reproducing ink so each student may have personal lesson sheets.

DITTO, Inc., 633 So. Oakley Blvd., Chicago 12, Illinois
Gentlemen: Without cost or obligation to me please send me the 5-lesson DITTO Course.

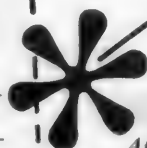
My Name _____

School _____

Address _____

City _____

State _____



Appearing currently in
Time, Newsweek, U.S. News,
Fortune, Business Week, etc.



These things do
happen in offices!

Picture Me

ELIZABETH GEORGE SPEARE

■ Because I was Hamilton Typewriter Queen for 1952, I was chosen to have my picture¹ taken operating the first new Futuriter Model, replete with silver fittings and an electric motor.² I won this title not by wearing a bathing suit but by typing the most words a minute in our annual³ contest—and also by being able to take Mr. J. W. Hamilton's dictation without bursting⁴ into tears! This, I might add, is a rare accomplishment in our office. Taking the picture was going to⁵ be quite a ceremony, with newspaper reporters and distinguished guests present. But the most important thing⁶ about it was that all the arrangements were being made by J. W. Hamilton, Jr., known to us girls⁷ (but not so well as we wished) as Our Bill.

Bill Hamilton has a way of spoiling every date we girls have, simply⁸ by being absolutely everything that our dates are not. Bill started out to learn his father's business⁹ from the ground up, and he had just been promoted from sweeping up steel filings to polishing steel parts when he left¹⁰ for the Army. When Bill came home from Japan, J. W. relented and made him advertising manager,¹¹ where he began to have big ideas, like the picture ceremony.

■ Planning this promotion stunt seemed to involve¹² a good many conferences with Bill as the days went by. I got so used to watching for Bill's big figure¹³ coming toward my desk that it was hard to keep my mind on my work. The other girls seemed to have the same trouble,¹⁴ especially Loretta, who sits next to me and who has never forgiven me for being Queen. And the week before¹⁵ the Big Event, when Bill suggested that we celebrate by going out to dinner after the ceremony,¹⁶ it was very fortunate for me that there was no typing contest or I'd have lost my title forever.¹⁷

■ In my excitement, it seemed as if I would never find a dress suitable for the picture—something that would look¹⁸ like the correct thing for the

Hamilton Typewriter Queen to wear to work any day yet would, with the proper¹⁹ additions and subtractions, give that "after-five" glamour you read about. But I was pretty sure that Bill was satisfied²⁰ with the result as he hovered about in the background that eventful afternoon. He had to stay in the²¹ background because, in spite of all our conferences, when it actually came to arranging that picture,²² J. W. ignored all our ideas and took over, as always.

First, there was an American flag draped behind²³ my desk above the huge basket of roses. Then the distinguished guests lined up around me, blinking with pleased smiles²⁴ into a big floodlight; and J. W. stood right beside me, trying to look modest and unassuming. The²⁵ cameramen gave the word. I took a deep breath, zipped a sheet of paper into the new Futuriter, and rippled²⁶ off the opening words—"The John William Hamilton Company."

■ Then the world exploded about my ears! What²⁷ happened, I found out later, was that Bill stepped forward, caught his foot in the tripod that held the floodlight, and sent the²⁸ enormous photo flood careening over onto Loretta's desk. Loretta was working busily, pretending²⁹ nothing was happening, which she always does unless she is the center of attention. The huge chromium³⁰ reflector grazed her bent head; and the big bulb popped like a bomb, showering Loretta and me and the Futuriter³¹ with bits of glass. Loretta gave a startled squeal and fainted in a little heap over her desk.

Bill Hamilton³² bounded across to Loretta, calling for first aid, water, quiet, and for everybody to stop standing³³ there and do something! Then he picked Loretta up, very easily and gently, and carried her into³⁴ J. W.'s office. The photographer couldn't find another bulb; and we were all so shaky, anyway, that³⁵ the ceremony just had to be given up for that day.

■ An hour later, Bill drove Loretta home in his blue³⁶ convertible. On her way out, I was able to tell her how terribly sorry we all were. Loretta was³⁷ very gracious and sweet about it.

"It was simply dreadful for me," she sighed; then added in a whisper, "But³⁸ really, it might turn out to be a very lucky thing, after all."

It wasn't hard to see what she meant. Loretta³⁹ was out of work for a week, but a friend of hers reported faithfully to the office. Bill Hamilton called⁴⁰ to see Loretta every evening, and we had an orchid by orchid, candy-box by

candy-box description⁴¹ every morning. Daytimes, Bill hurried in and out of his office with a distracted expression. Our⁴² celebration was entirely forgotten, and there was no need for any more conferences.

■ Well, when Romance passes⁴³ a girl by, she just has to look out for her career. No one was going to find any tear spots on the copy⁴⁴ I turned in, or any erasures either, which was more than you could say for Loretta these days. She had come⁴⁵ back to work looking very pale—with a pearly make-up—and had adopted the habit of stopping her work once⁴⁶ in a while and putting a little hand to her head in a bewildered way. Everyone in the office was⁴⁷ anxious about her, and even I began to wonder if I didn't have a mean, suspicious nature. Bill was⁴⁸ taking it very hard. He was having angry scenes with his father. We could hear their voices arguing in the⁴⁹ office; and Bill would come out, slamming the glass door, and stand still, looking helplessly at Loretta. Sometimes she would⁵⁰ look up at him, and big heart-breaking tears would gather in her blue eyes.

■ At the end of the second week, word came that⁵¹ the Big Scene would be shot over again on Friday. I had been thinking about that a good deal, and I knew that⁵² there was something I had to do about it. So I walked up to Bill's desk, with most of the office force watching me⁵³ over their typewriters.

"Bill," I began. "I mean Mr. Hamilton. About this picture Friday. I think it is⁵⁴ only fair that Loretta should be Hamilton Typewriter Queen this time."

Bill looked surprised and distant. "Loretta⁵⁵ didn't win that title," he reminded. "You did."

"Well, never mind the title," I said. "I think Loretta should have⁵⁶ her picture taken this time instead of me."

*CROSS INDEX

Each month BUSINESS EDUCATION WORLD presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in Gregg shorthand in the same month's issue of *Today's Secretary*. Through the use of the cross index given here, these dictation materials serve also as a ready key to shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

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Bill's jaw moved forward a half inch. "Look here," he snapped, "did Loretta—"⁵⁷

"Loretta hasn't said a word," I said. "Honestly. I'd just feel happier about it—after all she has been through."⁵⁸

Bill suddenly jumped to his feet, looking as if I'd handed him the biggest sales idea of his career.

"Sue!"⁵⁹ he shouted. "You're a honey! You don't know what you've done for us. Are you *sure* you don't mind?"

"It doesn't matter a bit,"⁶⁰ I said very truthfully. "Why should it?" I thought, watching him gallop into the head office with his news.

■ So, on⁶¹ Friday, it all happened over again. The same photographers, most of the same distinguished guests, the same flag on⁶² Loretta's desk, and another basket of roses. Loretta hadn't worried about the way a typist should⁶³ look every day. She had concentrated all her forces on the "after-five" glamour. There was no doubt at all⁶⁴ but that the picture was going to be a lot more effective this time. The photographers snapped on the lights,⁶⁵ Loretta calmly rolled in a sheet of paper, and we all held our breaths.

The Futuriter purred like a kitten, and⁶⁶ in a few minutes it was all over. The reporters had picked up and gone, and we were all clearing our desks for⁶⁷ the night, when J. W. rang for me—just a few odds and ends he hadn't had time for. So I went into⁶⁸ J. W.'s office, but not before I had time to see Bill helping Loretta on with her new duster, and both⁶⁹ of them looking pretty smug.

As I said before, taking J. W.'s dictation is rugged going. After⁷⁰ nearly an hour of it, I was about to break my record when the door opened and in walked Bill.

"There are some things,"⁷¹ he announced, "that a man shouldn't be asked to do for his company."

"You're back early," growled J. W. "I thought⁷² you would be having dinner with—"

"Enough is enough!" said Bill. "Anyway, I had another engagement for dinner⁷³ tonight. If you don't mind, Dad, I'll take Sue along now. We have a date to celebrate."

"Go ahead and celebrate,"⁷⁴ said J. W., ignoring the "buts" I was stammering out. "First, though, how about that little matter?"

"It's⁷⁵ all settled," Bill replied, taking an envelope out of his pocket. "There won't be any law suit. Here's a written⁷⁶ statement from the specialist. Absolutely nothing is the matter with Loretta that having her picture in⁷⁷ the paper won't cure."

"Ready, Miss Hamilton Queen?"⁽¹⁵⁴⁹⁾

Some offices are a . . .

Madhouse

EDITH M. DEAN

■ Florence Hall reached for another handful of documents. She read the titles and carefully separated the¹ papers into neat mounds across the table in Mr. Davis's office.

"Like your special assignment?" That would² be Betty, of course.

"It's like shoveling snow with a fork," Flo conceded. "But some day I'll get caught up."

"Mr. Davis³ is a nice fellow; sure, sure, until you have to work for him," sniffed Betty. "I know. I've watched three other girls start⁴ this assignment. They gave up."

"Good-by, Betty," Florence said sweetly. She turned back to the list of contracts and started⁵ sorting papers again. The office phone rang and Betty disappeared as Flo picked up the receiver.

"Hasn't Bruce⁶ signed those Overton papers yet?" an irritated voice demanded. "It's almost five o'clock and that deal was due⁷ to be closed yesterday!"

Flo was not surprised. She had been Bruce Davis's secretary only two weeks, but this⁸ happened many times a day. Looking over his desk, she saw the papers in question, with her "Urgent" note still clipped⁹ to them. "I'm sorry," she said calmly into the telephone. "Mr. Davis is in conference now. I shall see¹⁰ that the papers reach you the first thing in the morning."

Flo put down the receiver and wondered how she was going¹¹ to keep her promise. Why did Bruce Davis have so many things to do? Always carrying home a brief case full of¹² papers. Hardly ever in the office—in for a few minutes, off to a conference, back to pick up his hat¹³ and brief case. She remembered what he had said the day she came up from the steno pool: "This is a madhouse," he had¹⁴ told her, grinning. "The three girls before you went crazy in two weeks. No," he corrected himself, "one lasted all of¹⁵ three weeks."

Flo took another look at Mr. Davis's desk. On it was his brief case, open, as though he had been¹⁶ loading it when called away. That gave Flo an idea. She laid the Overton papers on top of the others¹⁷ and then returned to her sorting.

■ The next morning when Flo reached

the office, she breathed a sigh of relief. The Overton¹⁸ papers were on her desk, and signed. Flo ran down the corridor to deliver them personally to the sales¹⁹ manager.

After that she managed to keep the "hot work" caught up by studying the "priority list" and placing²⁰ work on Mr. Davis's desk accordingly—and by putting into his brief case each evening the "boiling²¹ over" urgent papers. Two months passed, but the stack of material for his attention seemed to grow. It looked bigger²² than it was, though, for Flo made a practice of clipping to each piece of mail all the references he would need.²³

Her next idea came when Betty had a cold and was taking capsules for it. Their bright red color caught Flo's eyes.²⁴ "You know, Betty," she said, "I wish I could put these papers into a capsule."

"Mr. Davis would say you *were* losing²⁵ your mind, if he heard you say that," Betty replied.

But Flo, intent on the idea she had stumbled on, was²⁶ already thumbing through the departmental reports that had come during the morning. As soon as her routine work²⁷ was finished, she carefully typed a digest of the reports, clipped it to the stack of papers, and carried them into²⁸ Mr. Davis's office.

She hurried back to her own desk, carrying the inch-high mound of mail that had been²⁹ gathering dust in his "Urgent" box. As rapidly as she could, she typed more summaries, and more.

Another two³⁰ months flew by before Flo could be sure that the workbook had stopped overflowing — one day it was empty for nearly³¹ two hours! The real proof came when Betty commented, "That's just wonderful, Flo. You've almost killed yourself—and your job."

"What³² do you mean?"

"Once upon a time," Betty chanted, "I was the only girl in this corner of this red-tape mill. Then³³ a man named Davis got so far behind in his work that he had to send out for help. Special assignment. Since the³⁴ man is not in his office steadily enough to need a secretary, the special help was waved good-by when³⁵ the special assignment was all nicely completed. See?"

■ Bad news travels fast. Even before Flo saw the personnel³⁶ bulletin for April, Betty was waiting for her. "Sorry to see you go, Flo," she said sincerely.

"It has³⁷ been fun to have someone up here to fight with." She held out the bulletin, open to the personnel list.

Flo sat³⁸ down abruptly. Under the list of secretaries, no familiar "Florence Hall, Secretary to Bruce Davis,³⁹ Room 210."

"Perhaps it was—" she faltered. But Betty shook her head. "No such luck, honey!"

With a thud of rapid steps,⁴⁰ Mr. Davis came by, smiling. His smile faded when he saw the frown on Betty's face and the solemn gloom in Flo's⁴¹ eyes.

"Personnel bulletin?" he asked, hesitating.

Flo just nodded. Mr. Davis was puzzled; he beckoned for⁴² Flo to come into his office. "What's the trouble?"

he asked in bewilderment.

"I . . . I hate to go," Florence quavered.⁴³

"I think the work has finally gotten you," he shook his head. "You're crazy at last!"

Florence held out the bulletin.⁴⁴ Mr. Davis took it and looked at her. He turned pages in the little magazine. "You should have looked on page six,"⁴⁵ he said, handing the bulletin back.

Flo took it, puzzled. Page six was headed "Promotions." Her name was first, and⁴⁶ alongside it were the unexpected words, "Assistant Supervisor."

"I am so relieved," said Mr. Davis. "Do⁴⁷ you know, for a moment I thought you *had* lost your senses!" (950)

O. G. A. Membership Test

BEGIN TODAY

Dream not too much of what you'll do tomorrow,
How well you'll work perhaps another year;
Tomorrow's chance you do not¹ need to borrow—
Today is here.
Boast not too much of mountains you will master,
The while you linger in the vale below;²
To dream is well, but plodding brings us faster
To where we go.
Talk not too much about some new endeavor
You³ mean to make a little later on;
Who idles now will idle on forever
Till life is done.
Swear not some day⁴ to break some habit's fetter,
When this old year is dead and passed away;
If you have need of living wiser, better,⁵
Begin today! (103)

—from *The Morton Messenger*

Junior O. G. A. Test

■ Dear Pat, After the narrow escape my brother had Saturday, I've resolved to take swimming lessons right away.¹

While we were rowing on the bay, one oar slipped from the rowlock, and John fell overboard trying to reach it. He got² the oar; but he's not much of a swimmer, and he couldn't seem to make it back to the boat. I had all I could do³ to keep from drifting away!

John finally managed to grab my oar and drag himself into the boat. He was⁴ exhausted, and so was I. Ann (85)



"I'm absolutely certain, without a shadow of a doubt, that I returned that letter to where I found it. Did you try the pending file, the over-due file . . ."

The Squawker Used a Shotgun

Some savvy comments on picking a job you'll like

LOID MICHAELS

■ Squawkers show up everywhere. You hear them on the bus. They are in the next booth in the lunch room. They sit on the¹ corner of your desk in the office. They squawk and gripe and groan and lament. Everyone except themselves and² everything in their world of bread and butter is wrong—dead wrong.

Do you know what is wrong with them? When they went job hunting,³ they loaded a shotgun instead of a high-powered rifle.

When you hunt with a shotgun, you shoot into the⁴ bushes and you hit something or other—probably a crippled rabbit. When you hunt with a good rifle, you wait⁵ until you spot a real target, something worth shooting at and for.

That's true in job hunting. The shotgun method⁶ is to walk into any office and say, "I can type and take dictation. What am I offered?" You will probably⁷ land a crippled-rabbit kind of job, where you type and take dictation to the saturation point concerning⁸ things you don't care about, aren't interested in, and can't get enthusiastic over. So you become a⁹ complainer. You cry and whine and gripe.

The rifle method is to pick the office of a firm that deals in things or¹⁰ matters that you do care about. If you like writing, shoot for a publisher. If you like fishing, shoot for a¹¹ sporting-goods manufacturer. If a beautiful suit makes you want to write ads or poems, get a job with a clothing¹² manufacturer—

preferably in his advertising department.

Nothing brings more real contentment¹³ than doing work you can do well, like secretarial work, on a job that deals with things that interest you. Your¹⁴ interest helps you work harder and better. You win instead of whine, grow instead of groan.

■ When you pick your target,¹⁵ it will be easy to load your rifle. You won't have to go out and get special ammunition.

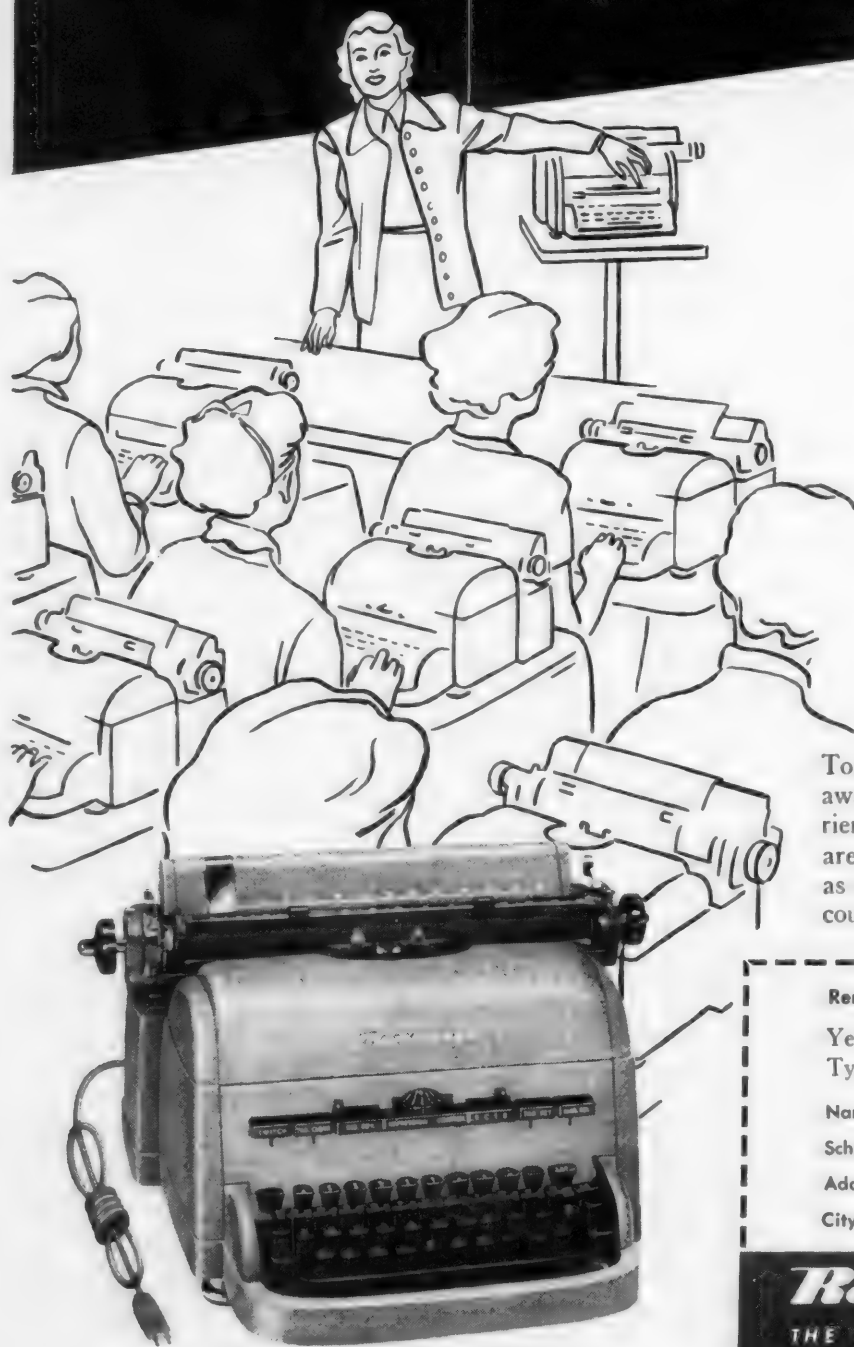
Nothing pleases¹⁶ an employer more than for you to prove that you know what his business is all about. You know his products, you tell¹⁷ him; you know what they are famous for; you like them; you even know the shorthand outlines for their names. The test of whether¹⁸ you are picking the right target is asking whether you do know those things.

Before you go looking for a job,¹⁹ therefore, or for a better job, ask yourself, "What are you interested in, Chum?" What business *could* you talk²⁰ intelligently about? Think about your hobbies; surely there is *something* that suggests the right target job for you!

Then²¹ scout far and wide until you track down the headquarters of such a firm; that's your target. That's where you tell the employer²² that you have one thing all the shotgun job-seekers, all the squawkers and groaners, all the poor risks, cannot bring to²³ him—true interest in his business and in his world. (469)

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for students

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for classrooms

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Remington Rand, Room 2159, 315 Fourth Ave., New York 10

Yes, I would like a FREE copy of "Electric Typing vs. Manual Typing." (R8300).

Name _____

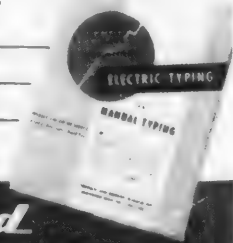
School _____

Address _____

City _____ Zone _____ State _____

Remington Rand

THE FIRST NAME IN TYPEWRITERS



PEOPLE

■ Making Headlines—

• **DR. EARL P. STRONG** has left his position in the College of Commerce, University of Illinois, to become Director of the Executive Development Program of the U. S. Civil Service Commission. *New address:* U. S. Civil Service Commission, Washington 25, D. C. Doctor Strong, widely known for his texts and writings in business education, was once a member of the Business Education Service in Washington, a training-program director in the Navy during World War II (when he conducted the famous height-of-typewriters study), and manager of the Equipment Utilization Department of Remington Rand, before going to the University of Illinois.

• **DR. DOROTHY C. FINKELHOR**, owner and dean of Business Training College (Pittsburgh) and author of secretarial-practice texts, has just made the nonfiction best-seller list with her new *How to Make Your Emotions Work for You* (New York: Pellegrini & Cudahy, \$2.95). The book is a delightfully readable "take another look at yourself" book, with a strong theme on "stop crying; you're a big fellow now—or are you?"

• **GLADYS PECK**, Louisiana state supervisor of business education, is taking a Caribbean cruise this summer—along with a shipload of Louisiana business teachers. Last summer Miss Peck and a busload of her constituents had an intercollegiate bus tour with



GREGG COLLEGE becomes, on June 1, the Gregg Division of Northwestern University's School of Commerce. Transfer of ownership, a gift of the McGraw-Hill Book Company to the University, was observed by (left to right): Curtis G. Benjamin, president of McGraw-Hill Book; Roy Poe, director of Gregg College; Ernest C. Davies, acting dean of Northwestern's

School of Commerce; and Payson S. Wild, vice-president of the University. Gregg Division will continue its day and evening programs of secretarial and reporting courses, but all courses will now be accredited toward a University degree and will be held in Wieboldt Hall, 330 E. Chicago Avenue, on the University's Chicago campus.

stopovers for intensive courses on college campuses. This summer, no college credits; but professional shop talk, planning for Southern and Louisiana BEA meetings, visits ashore at Havana and Honduras, and shuffleboard aboard the luxury liner S. S. Contessa. July 7-15; \$235 for everything, including stateroom.

■ Bereavements—

• **ARTHUR R. WILLIAMS**, professor emeritus of Illinois State Normal University, died in March, at 74, after a brief illness. Mr. Williams was famous as one of the pioneers in collegiate business education.

• *As we go to press*, word has been received of the death of **EFFIE SMITHER** (Mrs. Alfred S. Hunley), author of the text, *Gregg Medical Shorthand Manual*.

SCHOOLS

■ **Milwaukee Spencerian Moves**—Becoming one of the few business schools in the Midwest to occupy its own building, Spencerian College, of Milwaukee, has moved to a new location at 2800 West Wright Street. Ever since 1863, when the school was founded by R. C. Spencer (member of the Spencer family that promoted Spencerian penmanship and founded a chain of business schools throughout America), it has

been located on Milwaukee's Wisconsin Avenue.

The new location, formerly a telephone company building, was purchased last summer and has been remodeled. It contains thirteen recitation rooms, two laboratories, a library, student lounges, and administrative offices—space for 550 students. The school will hold an open house and dedication week at its new location in July. Miss Ethelyn M. Bennett has been president of the school for the past thirty years.

■ **Private School Accreditation**—A new organization has been established to provide accreditation for private business colleges. It is NAA—the National Authority for the Accreditation of Private Business Schools. NAA is sponsored by the National Office Management Association and Business Research Associates; it is therefore the result of teamwork by businessmen and business-school men. NAA's objective is to provide accreditation—and thereby to stimulate improvement of private business education—entirely independent of membership in any association of business schools. Its headquarters are at 132 West Cheltenham Avenue, Philadelphia 44.

• *Background.* "It is believed," states a release from NAA, "that authoritative accreditation of private business schools . . . is a prime necessity for the improvement of standards in this field of education." Upon invitation, NAA rep-



HONORED FOR LONG SERVICE to business education were these three guests at a recent banquet held by the Westchester County (New York) BTA—Clinton A. Reed, for 25 years chief of the New York State Bureau of Business Education; Mrs. Frances W. Kroner, retiring from Davis High School, Mt. Vernon, New York, after 35 years of business teaching; and Paul Mittenzweig, retiring after 25 years as the area's school representative of the Royal Typewriter Company.

representatives review an applicant school's program of courses, qualifications of instructors, training facilities, financial structure, etc.; and, when the school conforms to minimal standards in all respects, issues an accreditation certificate. If a school does not meet the standards established by NAA, there is no adverse publicity—simply no certificate. As soon as such a school improves its status and becomes eligible, the review is reinstituted and accreditation follows.

• **In Operation.** The first release included a list of 22 schools already accredited by NAA:

Barnes School of Commerce (Denver)
Blackwood College (Oklahoma City)
Brown-Mackie School of Business (Salina)
Bryant and Stratton (Buffalo)
Burdett College (Boston)
Business Training College (Pittsburgh)
Duff's Iron-City College (Pittsburgh)
Levitan School (Philadelphia)
Lynn Burdett College (Lynn, Massachusetts)
Minneapolis Business College
Minnesota School of Business (Minneapolis)
Morse College (Hartford, Connecticut)
New Castle (Pennsylvania) Business College
Oklahoma School of Accountancy (Tulsa)
Dyke and Spencerian College (Cleveland)
Fisher School (Boston)
Goldey-Beacom School (Wilmington)
King's Business College (Charlotte)
Peirce School (Philadelphia)
Rochester (New York) Business Institute
Scranton-Lackawanna College (Scranton, Pennsylvania)
Wheeler Business College (Birmingham)

Additional schools, whose names have not yet been announced, have also been accredited by NAA.

• **Leadership.** NAA affairs are guided by four representatives of business, four representatives of nonprivate-school educators (JOHN A. BEAUMONT, chief of the Illinois Business Education Service; DR. PAUL S. LOMAX, New York University; DR. R. D. MATTHEWS, vice-dean of the Graduate School of the University of Pennsylvania; and a representative of the U. S. Office of Education), and four private-school proprietors (LOUIS A. RICE, president of Packard Junior College; E. G. PURVIS, vice-president of Strayer College, in Washington; L. C. SAUSEN, president of Duff's Iron-City College, in Pittsburgh; and ERNEST W. VEIGEL, JR., president of the Rochester Business Institute). FREDERICK G. NICHOLS is consultant to NAA.

GROUPS

■ **International, in New York**—Each summer the International Society for Business Education holds a conference, called an Economics Course, in a different country. This summer, the meeting will be in America for the first time



LEADING 30TH ANNUAL CONVENTION of the South Carolina BEA, in Columbia, were: Clarina Cornwell, Winthrop College, vice-president; James H. Palmer, Draughon's Business College, executive board; Eleanor Patrick,

Chester High School, president; Robert E. Slaughter, Gregg Division of McGraw-Hill, speaker; and Mrs. Teresa Price, Gilbert High School, secretary-treasurer. Convention theme was The Business Curriculum in South Carolina.

(August 17-31, Barbizon Plaza Hotel, New York City), with the American chapter of ISBE as host.

• **Among the activities are:** Lectures on various American economic problems; trips to the Federal Reserve Bank, the New York Stock Exchange, the IBM factory and Endicott-Johnson shoe factory in Endicott (New York), the McGraw-Hill Book Company, a large insurance office, a housing-development project, etc.; a number of social affairs; and a three-day trip to Washington.

• **Reservations** by May 1 already included 17 delegates from Denmark; 3 from Spain; 2 from Greece; and unspecified numbers from Switzerland, Norway, Sweden, Holland, Egypt, and Portugal. Plans are under way to secure representation also from Canada and from Central and South American countries.

• **Regional hospitality** is a feature of the conference, too. Many communities are sending samples of their products, and businessmen and business teachers in some cities and states are providing funds to bring a foreign delegate "home" for a private tour. (Georgia, for example, is providing Cola drinks, miniature bales of cotton, little sacks of peanuts, other product samples, and \$250 to entertain two delegates for a week-long postconference tour of the state—thanks to the energetic recruitments of Georgia BEA president ELISABETH ANTHONY.)

• **American delegates** are limited to 50. Applications from 19 American business teachers (representatives of their regional business education associations) are on file. American teachers who wish to attend the conference and who are not delegates of their local asso-

ciations may apply directly to DR. H. L. FORKNER, 525 West 120 Street, New York 27, New York. In case the American quota of 50 is not filled by association representatives, additional applications will be considered in the order in which they are received.

■ **AVA in Boston**—The next annual convention of the American Vocational Association will be held in Boston on December 2-5. Program director for the business-education meetings is LOUIS R. ROSETTIE, associate in business education in the New York State Department of Education (Albany). DR. WILLIAM R. BLACKLER, chief of the California Bureau of Business Education, is AVA vice-president in charge of business education.

■ **Inland Empire**—More than 100 business teachers attended the Inland Empire meeting in Spokane this spring to hear and discuss Problems Facing Business Teachers. ALLAN L. KNOLL (Washtucna High School) was re-elected president; LORRAINE SCHWARTZ (Rogers High School, Spokane) was re-elected secretary-treasurer. WESTON WILSON (Eastern Washington College of Education) was elected vice-president, succeeding CHARLES J. WINCHELL, of Couer d'Alene (Idaho) High School.

■ **New State Officers**—

• **Georgia:** ELISABETH ANTHONY, re-elected president; GERALD B. ROBINS, re-elected vice-president; and MRS. RUTH NEARLY, secretary-treasurer. At the GBEA April convention, dues were increased from fifty cents to a dollar; a report on a new program recommended for the training and certification of teachers was approved; and a study on desirable facilities and curricula for business education was endorsed.

• **North Carolina:** LOIS FRAZIER

(Brevard College), president; RENA BATEMAN (High School, Burlington), vice-president; and JACK W. BARNETT (Murphy High School), secretary. *New project:* To organize district-level meetings in 1952-1953.

• *South Carolina:* JANETTE HELLAMIS (Greenwood High School), president; MRS. TERESSA PRICE (Gilbert High School), vice-president; and ANITA MCCLIMON (Greer High School), secretary-treasurer.

■ *Southeastern Business Colleges—*Winding up a three-day Easter convention in Tampa, the Southeastern Business College Association elected DONALD W. MACDOUGALL (Tampa Business College) president. *Other officers:* E. C. WYNEGAR (National Business College, Knoxville), first vice-president; KENNETH DUNLOP (Salisbury, North Carolina, Business College), second vice-president; MRS. CLEONE W. MORTON (Morton Business College, Albany, Georgia), secretary; and MRS. JAMES A. DUNN (Walsh School of Business Science, Miami), treasurer.

■ *Eastern in Buffalo—*DR. HELEN REYNOLDS (New York University) was elected president of the Eastern Business Teachers Association at the final session of the Easter convention of the Association, at Buffalo. Approximately 800 registered for the convention—including more than 50 from Canada. Next Easter's convention will be held in New York City.



Dr. Helen Reynolds, of N.Y.U.
New EBTA President

• *Other officers:* THOMAS O. W. FOWLER (Inspector of Vocational Schools, Toronto), vice-president. THEODORE N. LAMONTE (New York City) and president RUFUS STICKNEY were elected to the executive board, succeeding JOSEPH GRUBER and LLOYD JACOBS. Election of Mr. Fowler is indication of strong possibility that the 1954 EBTA convention may be held in Canada.

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BUSINESS EDUCATION WORLD

Volume 32
Number 10

June
1952

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BUSINESS EDUCATION WORLD is published monthly (except July and August) by The Gregg Publishing Division of the McGraw-Hill Book Company, Inc., at 1309 Noble St., Philadelphia 23, Pa. Editorial and executive offices at 330 W. 42 St., New York 36. Subscription rates: \$3.00 a year (\$5.00 for two years) or 35 cents a copy in the United States; Canadian and foreign postage 50 cents a year additional.

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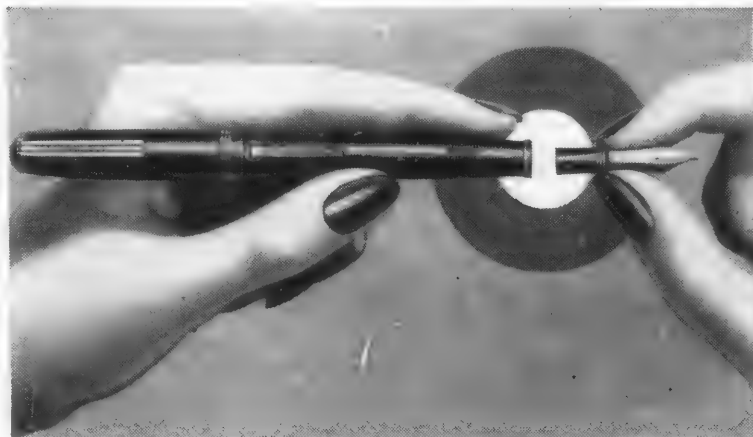
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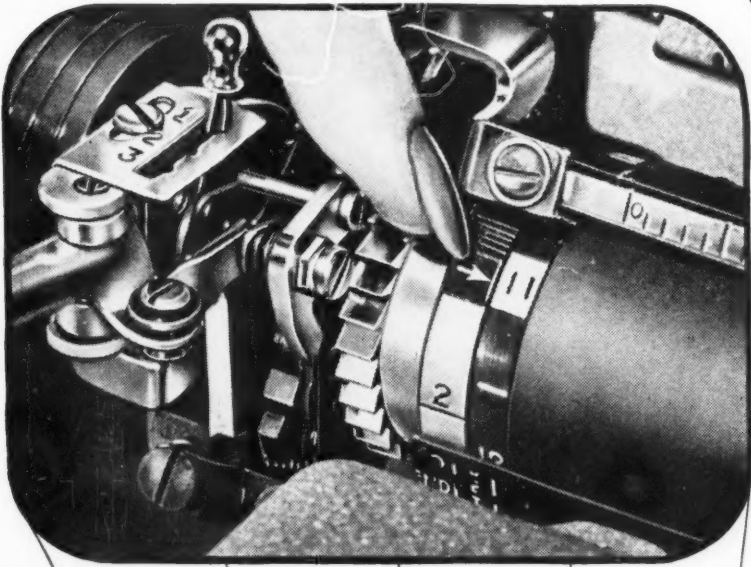


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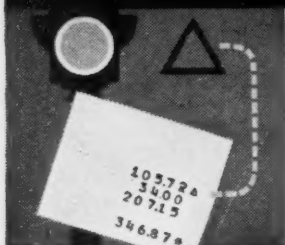


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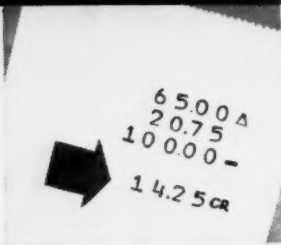
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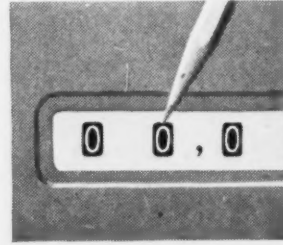
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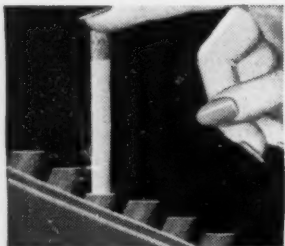
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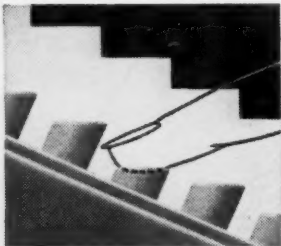
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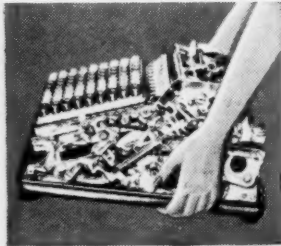
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